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ABSTRACT

The purpose of the SPARK Outreach Project was to address the needs of an increasingly culturally diverse population by providing a model for teachers of young children with disabilities with (1) a story-based creative arts curriculum derived from a variety of cultural and ethnic traditions; (2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; (3) a system of inservice training and ongoing support to enhance the implementation of the model; and (4) materials to enable families to participate in their child's education. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) replicated the model, which has three major components: the Creative Arts Curriculum, Inservice Training, and Parent Involvement. The curriculum, designed to promote child engagement while embedding Individualized Education Program and developmental goals, focuses around weekly units based on a story that is read daily. It includes 12-15 creative arts center activities (3 per day) that emphasize concepts drawn from the story and also promote emergent literacy skills and awareness of diverse cultures, traditions, and practices. The parent involvement component includes materials for both center-based and home-based programs to enable the family to become involved in their child's education. Teachers (n=439) in 34 programs replicated the model with more than 6,000 children and their families in a variety of settings: public programs (self-contained and inclusive), Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities. Data indicate the effectiveness of the model in promoting child development and teacher use of best practice teaching strategies. Appendices include curriculum materials and information on resources, data measurements and collection tools. (Contains 32 references.) (LC)

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The SPARK Outreach Project

An Early Education Program for Children with Disabilities Project

FINAL REPORT

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II.ABSTRACT

The SPARK Outreach Project

An early Education Program for Children with Disabilities Project

The purpose of the SPARK Project was to address the needs of an increasingly culturally diverse population by providing a model designed to provide teachers of young children with 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions, 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels, 3) a system of inservice training and ongoing support to enhance the implementation of the model, and 4) materials to enable families to participate in their child's education.

The outreach design consisted of six major components: 1) awareness and site selection, 2) planning of the individual site plan, 3) inservice training, 4) technical assistance, 5) evaluation, and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) replicated the model.

The SPARK Model has three major components: the Creative Arts Curriculum, Inservice Training, and Parent Involvement. The curriculum is focused around weekly curriculum units. Each unit is based on a story that is read daily and includes 12-15 creative arts center activities (3/day) that emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding IEP and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions and practices. The Parent Involvement component includes materials for both center-based and home-based programs to enable the family to become involved in their child's education.

439 teachers in 34 programs replicated the model with over 6000 children and their families during the three years of outreach funding. The model was replicated in a variety of settings: public ECSE programs (self-contained and inclusive), Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities. Data indicate that the model is effective both in promoting child growth and effecting teacher use of best practice teaching strategies. The children were highly engaged in the activities and teachers were able to promote child learning.

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IV. GOALS AND OBJECTIVES OF THE PROJECT

The overall purpose of the SPARK project was to address the needs of an increasingly culturally diverse population by providing a preschool model designed to provide teachers of young children with 1) a creative arts curriculum based on stories from many cultures, 2) inservice training and ongoing support to enhance the implementation of the model, and 3) materials to enable families to participate in their child's education. The purpose has been adhered to throughout the life of the project.

In order to achieve the purpose of the project, the following goals were proposed in the original application:

Goal I. Identify Sites and Develop Individual Site Plans

Objectives: 1) Identify sites, 2) Develop individual site plans, 3) Revise the plan as indicated from site/family input, and 4) Identify year 2 sites with NEC*TAS input.

Goal 2. Provide Training And Ongoing Technical Assistance

Objectives: 1) Establish training dates in each state, 2) Conduct training, 3) Make individual site visits/assess implementation, 4) Provide follow-up training if indicated, and 5) Provide ongoing TA. Additional objectives for years 2 and 3 were to provide support for state trainers of new sites, and to assess the level of training at new sites trained by state personnel.

Goal 3. Disseminate Project Materials

Objectives: 1) Submit presentations to Regional and State Conferences, 2) Write articles based on outreach activities, 3) Make presentations, 4) Submit articles for publication, and 5) Disseminate project materials/findings.

Goal 4: Evaluate the Impact of the Model

Objectives: 1) Monitor implementation of project management plan and timeline, 2) Evaluate preparation of teachers and aides to implement SPARK, 3) Evaluate effectiveness of ongoing technical assistance,4)Evaluate appropriateness of SPARK curriculum for child growth, 5) Evaluate effect of SPARK on teaching practice, 6) Evaluate effect of SPARK family materials on family participation, 7) Evaluate impact of SPARK beyond outreach sites, and 8) Determine cost of SPARK implementation.

V. THEORETICAL OR CONCEPTUAL FRAMEWORK

The SPARK Creative Arts Curriculum represents the integration of several major recent strands of research and policy development regarding recommended practice in the field of ECSE. The curriculum was developed to address the need for materials and instructional practices that 1) respond to the growing diversity of the ECSE population (Garcia & McLaughlin, 1995), 2) promote the engagement of young children in developmentally appropriate activities (McWilliam & Bailey, 1992), 3) provide opportunities for teachers to embed individual goals and objectives in activities that can be flexibly used across a range of ability (Linder, 1995), and 4) provide repeated opportunities for children to actively engage with stories and books (Beaty, 1997; Yoder, 1998).

The curriculum addresses cultural diversity by providing developmentally appropriate activities based on books and folk tales from many cultures. (See Appendix A for Story Chart.) The activities are supported by music and art resources that represent a wide variety of cultures and styles. This reflects the belief that stories from one's own culture affirm children's sense of self and belonging and demonstrate respect for their cultural heritage (Heath & Mangiola, 1991), and that a range of stories from different cultures may increase children's respect and tolerance for diversity (Jalongo, 1989). SPARK story time is interactive; therefore, inservice training prepares teachers to be aware of the way in which stories may express behaviors and attitudes that reflect a variety of cultural sources, to respect children's experiential contributions, and to be open to differences (Lynch & Hanson, 1998). We also addressed cultural diversity through arts resources. Scott (1989) stated that "Research in music preference in preschoolers shows that they are open to all kinds of music and have not yet begun to form strong preferences." Consequently we have chosen selections to represent music from many cultures (e.g., Cloud Dance Songs of San Juan Pueblo, Music from the Heart of Africa, Art of the Koto), and many styles, (e.g., Jazz, Dixieland, Blues, Popular, Classical). Our experience suggests that providing varied musical experiences enables children to remain open to the music from a diversity of cultures. We also chose art prints such as *Boy with a Tire* by Lee-Smith and *Surprise! Storm in the Forest* by Rousseau to represent different cultures. During development of the curriculum, all materials were carefully screened by a culturally and linguistically diverse advisory group to avoid cultural and gender bias. (See Appendix A for Music Resources and Art Resources.)

Engagement and Learning: A primary premise of this curriculum is that if children are highly interested and engaged in an activity, their learning and developmental skills can be promoted. Because children who are engaged are both more likely to be learning and less likely to be exhibiting challenging behaviors, child engagement has been recognized as an important mediating variable in the development of young children (Fox, Hanline, Vail, & Galant, 1994; Wolery & Sainato, 1996). Environments that promote open-ended interactive materials and activities, opportunities to enhance motivation by allowing children to make choices, and adults who are interactive and responsive to children's behaviors and language (Dunst, Mahoney, & Buchan, 1996) are very engaging for children. Active involvement with the expressive arts (music, graphic arts, and dramatic play) is a strategy traditionally used with young children to promote meaningful open-ended learning opportunities (Alper, 1992; Berk, 1994). Most children, regardless of their background or skill level, are highly interested in stories, art, music, and dramatic play (Hohmann & Weikart, 1995; Seefeldt, 1992). During the development of this curriculum, we monitored children's engagement with our activities, using interval time sampling. The majority of children were engaged (actively participating or attending) 90% or more of the observed intervals. Active participation was highest (94% of intervals) during art activities, and attending was highest (74% of intervals) during story time. Following replication, teacher interviews and responses to questionnaires reported continued high engagement across a range of programs and children. For example, 75 % of replicating teachers reported that children usually stayed at an activity center for 5 - 10 minutes. Although music, art, make-believe (dramatic play), and story time are included in every quality early childhood program, many teachers have not been prepared during their pre-service training to use arts activities as vehicles for teaching skills or to focus on the process versus the products of the activity. In our training modules we emphasized strategies for engaging all children, including adaptations if needed for children with disabilities. We focused on a range of child skills, using flexible, open-ended activities for which no specific end product was required. As noted in Appendix B, Tables 1a, 1b, 1c, 1d, 1e, and 1f, children who participated in the SPARK

Model showed impressive gains in general knowledge, as well as anticipated gains in language, motor, and social skills.

Embedding Goals: The field of ECSE has, over the last ten years, increasingly emphasized the need to embed intervention targets into routines and activities that children typically encounter during their everyday lives (Bricker, Pretti-Frontczak,& McComas, 1998; Noonan & McCormick, 1993). For children with disabilities, this ensures that skills are learned and used in functional ways, and that motivation is maintained through meaningful reinforcement. The SPARK curriculum was designed to incorporate behaviors and skills which have been targeted on assessment instruments as important for young children to master as they progress through their first five years of development. (See Appendix A for a sample Skills and their Underlying Goals and Objectives Embedded in this Unit.) This facilitated the ability of teachers and aides to embed goals and objectives of children with IEP's into the routines and activities that are appropriate for all children. Teachers rated their skills at embedding goals in activities significantly higher in the post tests administered to teachers for all three years of the project. (See Table 2 in Appendix B).

Further, in order to embed work toward goals or objectives within the values or behaviors of a specific group, the curriculum may be adapted to a particular cultural or linguistic community. The model was and continues to be replicated in the St. Paul, MN Head Start Program which includes a large percentage of Hmong children. Consequently, we worked closely with the literacy specialist in the St. Paul program. We discussed appropriate stories and ways to make the story-based activities culturally relevant. We developed a unit based on a Hmong storybook. The unit is supported by a tape of Hmong music that was recorded specifically for the unit by a member of the local Hmong community. The home materials (story descriptions, parent letters, permission slips) have also been translated into Hmong by a bi-lingual specialist who is employed by the St. Paul program. Audio-tapes of the stories in both Hmong and English were developed.

Stories: Developing the prerequisites to reading instruction is increasingly recognized as a high priority for early education (Whitehurst and Lonigan, 1998). Many studies have confirmed the importance to young children of repeated, routine storybook reading that incorporates discussion of the reading process, story concepts, and rich use of language (Snow & Goldfield, 1983; Dickinson & Smith, 1996). The field has long recognized the impact that story reading has on young children's future acquisition of literacy skills. A recent joint position paper of the International Reading Association and the National Association for the Education of Young Children states that, "The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children." (Young Children, 1998, 53, 30-46). Recent policy statements have strengthened the position that children need instruction in both book and print awareness and sound awareness. (National Academy of Sciences, 1998). The SPARK curriculum provides experience with books as well as the concepts and experiences that may be found in books. Though not developed as a curriculum in phonological awareness, many of the stories and songs provide exposure to and experience with rhymes, alliterations, and repetitive sounds and phrases, which are critical precursors to successful early reading instruction (Adams, 1990). (See Appendix A, Sample Rhyme.)

By responding to these four strands of current research and policy, (diversity, child engagement, embedding objectives in routines and activities, and preparation for literacy) the SPARK curriculum provides an integrated yet flexible tool for teachers. Our training further solidifies the establishment of recommended practice in classrooms and for the children who participate in the implementation of SPARK.

VI. DESCRIPTION OF THE MODEL

Model Description: The SPARK Model consists of three components; the Creative Arts Curriculum, Inservice Training, and Family Involvement. The following describes each of these components.

1. The Creative Arts Curriculum: The SPARK Curriculum consists of 25 weekly units. Each weekly unit is based on a children's story that the teacher is encouraged to read every day. The day's activities are framed around a concept drawn from the story that is typically used in early childhood such as in, on, over, under; or one that will add to children's store of knowledge such as disappear. During story time, the teacher is encouraged to read and discuss the story, introduce the concept of the day, actively introduce the center activities, and provide an opportunity for children to choose their first center activity. Teachers are expected to implement at least two of the SPARK center activities each day with an adult (teacher or aid) participating actively in the activity. The Art, Music, and Make-Believe activities are open-ended with no end product, thus enabling the teacher to promote a broad span of child goals and objectives, embed goals, and adapt the activity to meet the needs of the children.

The teacher is encouraged to choose an organizational approach that is most comfortable for that teacher. Some teachers may group the SPARK units to fit a seasonal approach, others a thematic approach, and some select units according to the skill level or interests of the children in the class. (See Appendix A for sample unit.) Each focus story has a numerical designation to indicate its level of sophistication to aid the teacher to select stories to meet the skill level of children in her class. (See Appendix A for Story Level Matrix.)

2. **Inservice Training**: Administrators, teachers, aides, and other interested staff (e.g., related services) are trained to implement the SPARK Creative Arts Curriculum by attending two consecutive days of workshops. These workshops introduce teaching staff to the SPARK approach, the teaching strategies used by the model, make them aware of the teaching potential of literature, music, art, and make-believe, and introduce techniques for accepting and responding to children's diverse economic and cultural backgrounds and developmental levels. The training stresses experiential activities to acquaint teaching staff with curricular activities and provides practice to enable teachers to adapt activities for children's individual needs. Trainees also take part in activities designed to enhance understanding and respect of cultural differences. The evaluation process is explained and teachers are taught to use data logs to document the SPARK activities they implement and to use the fidelity checklist for self evaluation. (See Appendix B for Item 10, sample Data Log and Item 11, Fidelity Checklist.)

End of the year reports (1999) obtained from facilitators indicated that a majority (72%) noted that SPARK did not increase their supervision and observation time, that it fit with program philosophy and goals (92%) and was consistent with state or district requirements for curriculum (83%). Half or more of the supervisors noted that their staff talked to one another about their teaching "quite a bit" and that they talked to their teachers more about ideas and concepts. Date collected for the 97-98 school year mirror these findings. (See Appendix B, Table 3; End of the Year Questionnaire for Administrators.)

Although the administrators who will supervise the implementation of the model attend the SPARK Staff Inservice Training in its entirety, we also provide an additional training session to prepare them to monitor the fidelity with which the curriculum is implemented and to observe teachers' use of the curriculum.

After approximately 6-8 weeks of curriculum implementation, the SPARK trainers travel to each individual site for a site visit. During this visit they meet with the coordinator to receive his or her perception of the curriculum and its use by staff, observe in individual classrooms, and meet with the teachers to answer questions and provide additional training as needed. We monitor implementation using structured classroom observations with a fidelity checklist to document teacher behavior (See Appendix B, Item 11) and record our perceptions of the observations and questions raised during the teachers' meetings for consideration of further training module revision. (See evaluation section.) In addition to the post training site visit, we make monthly contacts with each program coordinator to provide technical assistance through teleconferences and email as needed throughout the first year. (See Appendix B, Table 4.) In addition, we encourage teachers to contact us to ask questions or provide feedback about the impact of the model on their children. All teachers and coordinators receive copies of the SPARK Newsletter on a semi-annual basis throughout the life of the project. (See Appendix A.)

Teachers stated in the End of the Year Questionnaire and during the site visit that they feel comfortable with the curriculum, the teaching strategies, and feel well prepared to implement the curricular activities. (See End of the Year Questionnaire, Appendix B; Tables 5 and 6.) They reported that all children learned to join in the stories with words or movements and that half of their children carried over songs or music from SPARK to other contexts of the school day. An important aspect of the curriculum was that over half of the teachers reported that they spent about the same or less time planning with SPARK (i.e., it was a time efficient curriculum). More than half of the teachers noted that they asked children more questions, talked more about concepts and ideas, and thought more about individual objectives.

Although teachers are asked to implement only two of the three activities presented in the curriculum each day 96% of the teachers reported that they implemented all three creative arts activities on all four days that the children attended their program. When teachers chose not to use an activity, it was typically a dramatic play activity.

A self-reflective inventory used by teachers and paraprofessionals pre and post implementation, reveals that the teaching staff improve their teaching skills after they receive the SPARK Inservice Training and implement the curriculum. (See Appendix B, Item 12.) These included actively involving children in story telling, facilitating exposure to many cultures, and backgrounds, organizing center activities around a central concept, and adapting activities for all skill levels.

The SPARK Curriculum is a dynamic curriculum with teachers actively participating in its continued development. During the inservice training, the participants are encouraged to share their ideas about new activities or adaptations with other teachers. We encourage them to use our unit planning framework to develop new weekly units based on their favorite classroom stories. The replication facilitator in Fayetteville, NC reported that after replicating the model for two years, the teachers decided to form a committee to develop more units. They planned to develop at least four new units. At last report, they had completed a unit for The Very Hungry Caterpillar. A teaching team in Calcasieu Parish, Louisiana developed five units. The Ramsey Action Head Start Program in St. Paul, MN formed a committee to use the SPARK Process to develop additional units specifically for ESL three year old children. In addition, they encouraged all teachers to use the SPARK Process to develop activity matrices for any additional stories they used in the classroom. These new materials were compiled by the Ramsey Action Program into a bound volume entitled "SPARK Lite" to provide teachers with additional teaching materials. (See Appendix A for a sample activity matrix.)

SPARK teachers maintain the daily data log and often add comments to the sheets to document how they adapted the activities to fit the individual needs of the children in their classrooms. (See Appendix A, Sample Data Log with Comments for Adaptation.) For example, one teacher reported that she "used hula hoops for circles for the children. This gave them a more defined space. Also, it eliminated behavioral concerns for atypical children." Data logs are submitted to the central project office at the end of the year and are also used to monitor the extent of implementation and patterns of unit use. (See Appendix B; Table 7.)

3. **Family Involvement**: The SPARK Model includes family involvement materials for both center-based and home-based programs. The home-based materials have been adapted from the classroom units to encourage one on one involvement of family member and child. Materials suggested for use in these units are limited to those typically found in the home.

Family materials that accompany the center-based curriculum include a description of the week's upcoming activities that is comprised of a brief summary of the focus story of the week, interactive questions about the story to encourage family/child discussion about the child's educational experiences, and a list of the concepts that will be stressed during the upcoming week to enable the family to support the child's educational experiences. In addition, we provide a booklet of family coupons that includes such simple activities as taking a walk, singing songs, and going to the library with the child. Parents are encouraged to do the activities with their children and return the signed coupon for display at the school.

Adoption Sites: A broad variety of programs have successfully replicated the SPARK Model. During the grant period, we identified and replicated the model in 34 preschool programs in six states. 51% of the programs have inclusive classrooms, 23% are Head Start programs, and 21% of the programs have self-contained classrooms that include non-categorical classes, classes for deaf children, transitional kindergarten classes, and classes for children with multiple disabilities. The remaining included Family Child Care Centers and Title I programs.

The following chart displays programs with staff trained by SPARK staff. It does not list all continuing and expanding programs.

Replication Sites

Site	Self-Contained	Inclusive	Head Start	Family Child Care	Title I
YEAR 1					
J.B. Johnson EC Center, Alton, IL	x	x			
Alton Head Start, Alton, IL			x		

Site	Self-Contained	Inclusive	Head Start	Family Child Care	Title I
Clinton Co Preschool., KY		x			
Henderson Co Preschool, KY		x			
Bowling Green Independent Preschool, Bowling Green, KY		x			
Simpson Co Preschool., KY		x			
Warren Co Preschool., KY		x			
Edgecombe Co Preschool, NC		x			
Granville Co Preschool., NC		x			
Halifax Co Preschool., NC		x			
Fayetteville Early Inn, Fayetteville, NC	x				
Wilmington ECSE, Wilmington, NC	x				
YEAR 2					
*J.B. Johnson EC Program, expanded		x			
Head Start and At Risk Preschool, Mt. Vernon, IL			x		x
Head Start, Venice, IL			x		
Calcasieu Parish Non Categorical Preschool, Westlake, LA	x				
Ramsey Action Programs Head Start, Minneapolis, MN			x		
Title I EC (At Risk) Program, Fayetteville, NC					x

Site	Self-Contained	Inclusive	Head Start	Family Child Care	Title I
*Early In Program Fayetteville, NC	x				x
YEAR 3					
Blue River Valley School Corp. Preschool, IN		x			
Suncrest School Preschool Frankfort, IN		x			
Greater Lafayette Area Special Services, Lafayette, IN	x				
Bath Co Preschool., KY		x			
Madison Co Preschool Program., KY		x			
Mercer Co Preschool Program., KY		x			
Taylor County Preschool, Campbellsville, KY		x			
*Ramsey Action Programs Head Start, Minneapolis, MN			x		
Reach-Up Inc., Head Start, (Center-based) St. Cloud, MN			x		
Reach-Up Inc., Family Day Care, St. Cloud, MN			x	x	
Waller Elementary Bossier City, LA	x				
CADDO Head Start, Shreveport, LA	x		x		
*Calcasieu Parish School Board,	x				

Site	Self-Contained	Inclusive	Head Start	Family Child Care	Title I
Westlake, LA					
Sabine Parish Non-Categorical Preschool Program, Sabine Parish, LA	x				
North DeSoto Elem Preschool, DeSoto Parish, LA	x				
Goldman School, Shereveport, LA	x				
Alice Boucher Elementary and Cavenero Heights Elementary, Lafayette, LA	x				
TRAINED IN THE SUMMER OF 2000					
Allen County Preschool Program, KY		x			
*Bath County Preschool, KY		x			
Child Care Center, Murray, KY		x			
Logan County Preschool Program, KY		x			
Nelson County Preschool Program, KY		x			
*Taylor County Preschool, KY		x			
**Warren County Preschool, KY		x			
East YMCA, St. Paul, MN		x	x		
Community Action Head Start, Hillsboro, OR		x	x		
Wilder Child Development		x			

Site	Self-Contained	Inclusive	Head Start	Family Child Care	Title I
Center, St. Cloud, MN					
*St. Cloud Head Start, St. Cloud, MN			x		
Mishawaka-Penn-Harris-Madison Joint Services, Mishawaka, IN	x	x			

*Second year programs that mandated throughout and continued to collect data.

** SPARK previously mandated, new teachers attended the regional KY training.

The demographic information obtained from our sites revealed that boys slightly outnumbered girls, (54% boys and 46% girls). Half of the children were 4 years old (55%), while approximately 23% were less than 4 and 21% were 5. As expected, the children represented many ethnic groups; majority groups represented were Caucasian (42%) and African American (26%). (Please see Child Demographic Information, Appendix B, Table 8.)

Teachers and teaching assistants who implemented the model varied widely in their teaching experience and professional training. For example, in the third year of the outreach project, 20% of the teachers had less than a bachelor degree, 37% were at a bachelor level, and 43% had education beyond a bachelor.

We did not analyze the standardized test data used by sites to track their students. These tests included the Brigance, the LAP-D, AEPS, Battelle, DIAL-R, CORE, Early Screening Instrument (R), the Work Sampling Program, and the Minneapolis Preschool Screening. (Appendix B, Table 9; Program Demographic Information 1999-2000).

Dissemination Activities: Over the life of the outreach project we have disseminated 156 SPARK Curriculum Kits to replicating programs. In addition, we sent 89 awareness notebooks to interested professionals, disseminated project materials/findings at 16 professional conferences, and responded to requests for information about the project. All contacts were entered in the communication log. (See Appendix B, Table 4 for sample log.) As we continued to develop new materials, we notified continuing sites of their availability and disseminated the materials as requested. Articles were submitted to professional journals and we identified a publisher for the curriculum. (Please see p. 22 this report.) We maintain a home page on the internet for people who seek information about the model and include the URL number on the SPARK brochure.

Training Activities: The SPARK Inservice Training is activity based. The intent is to train all relevant personnel: teachers, assistants, resource personnel, administrative personnel, and regional trainers. The purpose of the training is to give the participants an understanding of 1) the theory underlying the model, 2) an overview of the model, 3) the suggested teaching strategies, 4) the importance to all children of the creation of an environment of acceptance, 5) the impact of systematic repetitive reading on a child's skill development, and 6) the impact that art, make-believe, and music activities can make on children's development. An additional training session is provided to familiarize the administrators with the data collection instruments. (Please see Appendix A for a SPARK Inservice Training Agenda.)

We provided two days of inservice training for 511 administrators, teachers, teaching assistants, regional training personnel, state personnel, and ancillary personnel over the life of the project. Since single training sessions may not achieve adequate staff training, we traveled to each program for a site visit several weeks after the training to discuss model implementation with the administrator, observe in classrooms, and meet with the teachers to answer questions and provide additional training as needed. During the site visit we presented the program administrator with a training manual to ensure continuity of programming. Site personnel (experienced teachers and administrator) provided training for additional staff in subsequent years. Experienced teachers also acted as mentors. Personnel have reached out beyond the parameters of their own programs to provide awareness of the model and inservice training for other programs in their communities. During the first year of outreach, we provided training for staff from five programs in Kentucky and a trainer from one of the KY Regional Training Centers (RTC) to prepare staff to implement the model. The RTC trainer provided training for programs that mandated the curriculum in their preschool classes the following year (Funding Year 2). The following year (Funding Year 3), one of the second generation teachers provided training for new staff. She also presented SPARK sessions at the Kentucky Early Childhood Summer Conferences and has become a SPARK trainer for her region. We maintained contact with these trainers and provided support as requested. (See appendix C, Schaeffer email)

VII. PROBLEMS ENCOUNTERED

The original replication plan as stated in the application was to identify five sites in three states each year of the funding cycle. We requested grant money to enable us to provide 45 cost share kits of the curriculum over the life of the project, 15 a year, 5 for each replicating state. (Each kit includes three sets of classroom activities making it possible for three teachers to draw from one kit of materials.) This plan was feasible during the development phase of the project; however it was logistically impractical for outreach. Many of the SPARK Outreach Sites are in rural areas. Consequently, the teachers are often not in close proximity to each other thus making it difficult for them to share materials. We also did not anticipate the extent to which sites would expand the model within their program after their initial year of replication. Instead of developing 15 kits of materials each year as originally proposed, we developed 34 kits for year 2, and 107 kits for year 3. This was made economically possible by increasing the charge per kit of materials from the original matching cost of $250 to $300 that we continue to charge new sites, to a cost of $500 (closer to the actual cost of reproduction) for expanding sites. Publication of the curriculum by Redleaf Press in 2001 will help us to more adequately meet the demand.

Budget parameters also impacted the number of new states that could be added to the replication plan each year. Our design was to travel to each state to provide regional training, then return to each site within the state to consult with the administrator, observe in the classrooms, and meet with the teachers to answer questions. We found that the grant budget permitted us to include one state that required air travel in the replication network each year. We solved the problem by expanding the number of sites within states instead of adding three new states each year as originally planned. We increased awareness of the model and identified new sites within the piloting state by conducting awareness sessions of the model when we returned to the state for site visits. For example, the first year we replicated in Louisiana we piloted the project in one parish, in 5 classrooms. During our site visit to the replicating sites, we conducted two awareness sessions, one in the southern part of the state, and another one in the northern part of the state. The next year we expanded to 47 classrooms in the initial parish, and replicated the model in 5 additional parishes. This change in our plans made the cost of travel feasible and enabled us to supply more kits of materials at shared cost for each new site. The larger programs such as Fayetteville, NC; Calcasieu Parish, LA; and the Ramsey Action Programs Head Start in St. Paul, MN shared the travel expense for us to return to their state the second year to provide training for their entire staff. In subsequent years the administrative staff and experienced teachers trained new staff with our support.

Family involvement has become increasingly difficult for many programs because of parents' increased work schedules. During one segment of the inservice training we encourage teachers to brainstorm ways to involve families. After the brainstorming activity we share successful strategies that have been used in other programs.

Three factors prompted us to develop additional new units for the curriculum. Changing demographics within the sites (e.g., an increase in ESL children) prompted us to develop units for Spanish and Hmong first language children. Secondly, several of our focus books went out of print requiring the selection of new or similar books. Thirdly, the number of 3 year old children in several Head Start programs is expanding rapidly. This demographic change made it necessary to include additional units framed on books for entry level three year old children. We developed new units and disseminated them to all requesting programs.

There are a growing number of children in the United States whose parents do not speak or read English. Sites requested our assistance to help them communicate with non-English, Spanish speaking parents. We responded by translating all the story descriptions for the home, permission forms, and parent letters into Spanish. These materials were disseminated to all replicating sites and are now a part of the model.

We also revised our training according to feedback that we received at the end of the first year. Teachers reported that the curriculum included stories with which they were unfamiliar, thus it was harder for them to use these units. We included an activity in our training to acquaint participants with unfamiliar stories. In addition, our observations in the classrooms made it clear that some teaching staff had not received pre-service training to prepare them to embed goals in activities and adapt activities to fit the needs of children in their class. We added an activity to the training during which teachers adapted SPARK activities for children with specific disabilities.

We found that it was a challenge to convince participants that they could teach through music activities. Many early childhood teachers have not received pre-service training that provides information about developmentally appropriate music activities for preschool children. They also lack self-confidence in their ability to lead a music activity. (An informal survey conducted during inservice training sessions over the life of the project indicates that over a third of the preschool teaching staff think they can't sing and less than 10% have received pre-service information about developmentally appropriate music activities.) We dedicated a portion of our training to music. The goals were to familiarize the participants with the types of music activities that are developmentally appropriate for preschool children and to provide experiences to help participants gain the confidence needed to work with children through music. The training has proven to be effective. Data logs reveal that most programs elect to use all three of the arts activities each day; however if an activity was not used it was most frequently the make-believe activity.

VIII. RESEARCH OR EVALUATION FINDINGS

Our evaluation questions follow with reference to the supporting data:

1. Were the goals, objectives, and activities of this project carried out as described in the management plan and in the timeline?

Project activities are described in the sections of this report entitled 'adoption sites', dissemination activities', and 'training activities'. Over the course of the project, adjustments were made to accommodate requests which stretched the capacity of project staff and resources to respond; these are described in the section of this report entitled 'problems encountered'. In general, the activities of the project exceeded expectations in number of sites, participants, and ancillary activities such as translations and preparation of additional sets of materials.

2. Did project training effectively prepare teachers and aides to implement the SPARK curriculum?

Extensive review of teacher submitted data logs in year 2 enabled us to explore the use of units and activities by participating teachers and aids. As well as informing the project of

differential use of units, these logs were used as evidence of effective preparation. In addition, we asked teachers and aids to submit questionnaires at the end of each year. These results are described in the section entitled 'in-service training' in the description of the model in this report. Further evidence of the level of preparation of teachers to implement the curriculum was obtained during follow up site visits. Notes from these visits indicate that many programs have abstracted guidelines or principles from the SPARK model and have been able to use these in creating their own materials or procedures. This is taken as evidence of a high level of effectiveness of training, since participants integrated the elements of the SPARK model into their own work.
Project developed checklists to monitor the fidelity of implementation of the SPARK model were also used on site visits. (These are described in the section of this report entitled 'in-service training'.) During the first year of outreach, our staff found that about 60% of the teachers observed were providing positive feedback and asking questions during the large group time. About 70% of the teachers introduced the concept during the story time, and about 80% had materials appropriately prepared. Observations during the second year yielded very similar results. Project staff felt that these were encouraging results, given that these observations were approximately 6-8 weeks following training, and that we have heard repeatedly that teachers felt more comfortable and more in control of the components of the model as they used the units more and became more familiar with the materials and procedures.

3. Does ongoing contact and technical assistance effectively support continuing implementation of SPARK curriculum?

As part of the End of the Year Questionnaire, teachers and administrators were specifically asked if their contact with the project following training has been sufficient and helpful. Responses have consistently indicated that project participants feel supported and that staff have been accessible and extremely responsive to needs and questions at the sites. In addition, the extent to which some sites have expanded in numbers of implementing classrooms and the extent to which some sites and programs have developed their own materials speaks to the level of confidence and competence instilled by project staff in their continuing interactions.

4. Is implementing SPARK curriculum consistent with appropriate child growth and IEP progress for diverse children in diverse areas and settings?

We used the project developed Skills Checklist both pre and post to determine child progress in the areas of general knowledge, language, fine motor and gross motor. We asked each teacher to conduct the pre/post checklist on five children in her class. We asked her to use specific criteria to choose children to represent her class. She was asked to use the criteria to select children who represented the children with average skills of children in her class, children who represented children with above average skills in her class, and children to represent children with less than the average skills displayed in her class. She was given specific instruction to include children with IEPs. The Ramsey Action Head Start Program in St. Paul, MN used the checklist to determine child growth on all the children in their program the second year of their implementation. We also analyzed these results in terms of level of disability, where the numbers were sufficient to warrant this. Some data were summarized by site and some by state, as a function of the numbers of children in each of these conditions. We saw consistent increased skill levels across all developmental domains, levels of disabilities, types of sites and programs. These data have been extensively summarized in Appendix B; Tables 1a, 1b, 1c, 1d, 1e, and 1f.

We did not use IEP progress as an indicator of child progress because of the logistical issues involved in collecting IEPs from sites. This was determined very early in the project when we discussed the possibility with site directors. However, we developed confidence, bolstered by feedback from teachers, that the Skills Checklist was usable, and, when administered conscientiously, could serve as a tool for us to insure that SPARK was consistent with solid gains in skills.

5. Does implementing SPARK enhance the use of teachers' practices embedded in SPARK that are described as recommended practice?

We used a project developed Teaching Skills Inventory to track teachers' perceptions of their skills using a Likert scale from poor to excellent on 20 items related to recommended practice for ECE/ECSE. This was administered prior to training and again at the end of the academic year. Paired t-tests were used to determine items where there was significant change over the time when teachers were trained and had been implementing SPARK. In general, there were significant changes in each of the three years, though there were differences from year to year. Items included practices that were specific targets of the SPARK model, such as deciding which goals or objectives are embedded in various activities, to more global practices, such as promoting child-child interactions during activities. These results are summarized in Appendix B, Table 2.

6. Do SPARK materials enhance family participation or home carry over of children's activities at school?

Although our original evaluation plan included interviews with families during site visits and an End of the Year Questionnaire to elicit their perception of the impact of the model on their child, our contacts with families were dependent on the success of the site's individual family involvement programs. Consequently, the data regarding family involvement consists of teacher feedback. Teachers reported that parent involvement varied from high involvement and enthusiasm to no discernable interest in the child's educational experiences. One teacher reported that her parents became very excited about it. "They liked knowing the story we were going to have. Several of them went down to the library and checked the book out to have at home." Another stated that "The parents said that the children came home and talked more and they were able to talk with them because they had the descriptor page to talk with them about it. That really helped."

6. What is the extent of project impact beyond the outreach implementation sites?

This information follows in the next section.

IX. PROJECT IMPACT

Products: The Creative Arts Curriculum and its components have been disseminated to outreach sites. The following products are currently available at the University of Illinois, Rm 61, Children's Research Center, 51 Gerty Drive, Champaign, IL 61820

These products include:

1. The Creative Arts Curriculum (25 story-based activity units)
2. SPARK Inservice Training Manual complete with 5 inservice training workshops
3. Composite Video Training Tape
4. 40 Audio-tapes (19 song tapes, 21 movement tapes)
5. 5 sets of story cards

6. 1 set of Flannel Board Figures plus story (revised African folk tale)
7. Materials for the Home (Center-Based Program)
    -25 Story Descriptions (Spanish and English)
    -Activity Coupon book
    -Parent letters, consent forms
8. Materials for the Home (Home-Based Program)
    -9 Home-Based Sets of Activities
9. Project Developed Assessment Instruments
    -Child Skills Checklist
    -SPARK Fidelity of Implementation Checklist
    -Teaching Skills Inventory

Dissemination Activities: Project staff have provided awareness presentations and training symposiums at international professional conferences (Korean EC Conference, Division of Early Childhood, Council of Exceptional Children, National Association for the Education of Young Children, NEC*TAS Project Directors' Meeting), and state professional conferences (KY Early Childhood Summer Conference, Texas Summer Early Childhood Institute) and regional meetings. We also provided information about the project for replicating sites to enable them to make SPARK Presentations at their state Early Childhood Conferences (North Carolina, Kentucky, and Louisiana). (Please see Table C, SPARK Outreach Presentation/Training Symposiums.)

Publications: Information about the project was published in the Head Start journal, *Children and Families* , CEC Research Connections, on the CLAS web page (http:// Clas.uiuc.edu), in NEC*TAS publications, and a Korean journal for teachers. An article has been submitted to *Young Exceptional Children*.

Implications of Findings: Rigorous research studies have repeatedly demonstrated that children benefit both in the short term and in the long terms from the application of research-based developmentally appropriate programs that are systematically implemented and evaluated (Schweinhart, Weikart, and Laarner, 1986; Barnett, 1995). The results of our evaluations of the model implementation suggest that this curriculum model can be implemented in diverse settings for diverse children with positive results. Evaluation results further suggest that this curriculum can be implemented by teachers with varying levels of professional development and experience. Our interviews with teaching staff suggest that curriculum models like SPARK are helpful for programs which have no formal curriculum, and which include children with special needs. It provides a weekly and daily framework of planned activities and stories in which teachers can embed child-specific goals. They view the format of the curriculum as responsive to traditional early childhood practices because it maintains a focus on art, music, and dramatic play activities. When implemented with the family component it provides a link between school and home. Families may supplement the classroom activities by incorporating story concepts (e.g., disappear) in activities at home as well. Providing options like the SPARK curriculum to early childhood is important. The composition of early childhood programs is changing as more culturally and linguistically diverse children enter services in community settings, and as more teachers and consultants face the challenge of developing curriculum for inclusive settings.

X. FUTURE ACTIVITIES

Preparations for publication of the curriculum are now in process with Redleaf Press in St. Paul, Minnesota. The anticipated publication date is the fall of 2001, in time for the NAEYC Conference.

The project has also been refunded for outreach and is presently in its fourth year of outreach activities. Since receiving word of the refunding of the project, we have trained 56 professionals in Oregon, Indiana, and Kentucky to replicate the model. In addition, the Ramsey Action Program Head Start site personnel trained staff at three new co-location sites in St. Paul, MN.

The Reach-Up Head Start Program in St. Cloud, MN piloted the program in 1999-2000 and has mandated SPARK throughout their program for 2000-2001. The educational coordinators and experienced staff provided training for their remaining staff. The model will continue to be replicated in all previous North Carolina, Louisiana, Kentucky, Indiana, Minnesota and all but one Illinois site.

XI. ASSURANCE STATEMENT

This is to assure you that in addition to the three copies of this report being forwarded to the Office of Special Education Programs, a full copy of this report has also been sent to ERIC. Copies of the title page and abstract/executive summary have been sent to NEC*TAS.

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APPENDIX A

- Story Chart
- Music Resources
- Music and Art Resources
- Sample Skills and their Underlying Goals and Objectives Embedded in this Unit
- Sample Rhyme
- Sample Unit
- Story Level Matrix
- SPARK Newsletter
- Sample Activity Matrix from SPARK Lite
- Sample Data Log with Comments for Adaptations
- SPARK Inservice Training Agenda

SPARK STORY CHART

STORY	DERIVATION	GENDER OF MAIN CHARACTER	FORMAT	CONCEPTS
ABIYOYO	African	Male	Book	Disappear Shadows Faster Happy
ANANSI AND THE MOSS-COVERED ROCK	African	Male	Book	Covered Behind/In Front Of Spiders All
THE BLUEBIRD AND THE COYOTE	Native American	Male	Story Cards	Blue Shadow Rolling Four
THE BOSSY GALLITO	Cuban	Male	Book	Rooster Please/Thank You Dirty/Clean Hurry
A BOY WITH A DRUM	European	Male	Story Cards	Up/Down/Around Follow Middle Flying
THE COWS WON'T MOVE	European	Male	Story Cards	Many Fast Loud Big/Little
THE GUNNYWOLF	African	Female	Book	Loud/Quiet Near/Far Following Rules White, Yellow, Purple
HERE COMES KATE! (Story of child with a disability)	European	Female	Book	Fast/Slow Crash Signs Wheels

STORY	DERIVATION	GENDER OF MAIN CHARACTER	FORMAT	CONCEPTS
HOW BRER RABBIT BECAME A SCARY MONSTER	African-American	Male	Story Cards	Crunchy Sounds Roll Sticky The Woods
HOW MUSIC CAME TO THE JUNGLE	African	Female	Flannel Board	Quiet Noise Together Long
I NEED A LUNCH BOX	Contemporary African-American	Male	Book	In Colors Rectangle Parade
JONATHAN AND HIS MOMMY	Contemporary African-American	Male	Book	Giant/Tiny Backward Twirling City
JOSHUA AND THE DOOR	United States	Male	Story Cards	Hide/Find Curves Wind High/Low
LINDY, ALL BY HERSELF	United States	Female	Story Cards	Getting Dressed Red/Yellow/Blue Across Over
MAMA, DO YOU LOVE ME?	Native American, Inuit	Female	Book	People Who Love One Another Large/Small Cold Feelings
MELISSA AND THE JUMP ROPE	United States	Female	Story Cards	Young/Grown-Up Jump Turn Sweet

STORY	DERIVATION	GENDER OF MAIN CHARACTER	FORMAT	CONCEPTS
MISS LUCY	United States	Female	Story Cards	In/Out Eating Telephone Talk Helping Sick People
THE NAPPING HOUSE	European	Female/Male	Book	On/Off Falling Down Counting Happy
POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR?	United States	Either	Book	Animal Sounds Sounds Around Us Listening Listening
THE SNOWY DAY	Contemporary African-American	Male	Book	Snow Covered Melt Making a Story
TEENY TINY WOMAN	European	Female	Book	Under Tiny Louder Making Soup
THERE'S A NIGHTMARE IN MY CLOSET	United States	Male	Book	Nightmare Bedtime Dark Close
TREE OF CRANES	Japanese	Male	Book	Feelings Hot/Cold Open/Close Quiet
THE VERY QUIET CRICKET	United States	Male	Book	Rubbing Big/Little Together Insects

STORY	DERIVATION	GENDER OF MAIN CHARACTER	FORMAT	CONCEPTS
WHERE ARE THE CARS?	United States	Male/Female	Story Cards	Where Counting Vehicles On/Under/Around

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MUSIC RESOURCES

TITLE OF DISC/ALBUM	TITLE OF SELECTION	ID#	CONCEPT
Children's Favorites	Carnival of the Animals *Intro and Royal March of the Lion* Pictures at an Exhibition *Ballet of the Unhatched Chicks*	London 425 505-2	Big Little
RCA Victrola Showpieces for Orchestra	The Sorcerer's Apprentice	P1982 BGM Music TMK (2) R RCA Corp. & BMG Music	Faster
Arthur Fiedler and The Boston Pops Orchestra Pop Concert Favorites	*Syncopated Clock* *March of the Toys*	Reader's Digest KRS-008/A1	Jumping March
More Fiedler's Favorites for Children	*Flight of the Bumblebee* *Dance of the Sugarplum Fairy* *Sleigh Ride*	RCA Victrola Cassette Series, 5694-4RV	Fast Tiny Cold/ Snow
Comedians/Kabalevsky, Op.2	*Gallop of the Comedians*	Philadelphia Orchestra R, Columbia, LP Marcas Reg.	Moving /Gallop
The Best of Chess Blues	*Hank's Blues*	Chess-MCA Records	Slow Sad

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TITLE OF DISC/ALBUM	TITLE OF SELECTION	ID#	CONCEPT
The Sounds of Nature	*Pacific Shores: Sounds of the Surf*	C1991 The Special Ocean Music C. and Pair Records, Divisions of Essex Entertainment, Inc.	Surf
Sounds of the Jungle	*Gentle Persuasion: The sounds of Nature*	PC 1991, The Special Music Co.	Birds
Reader's Digest 250 Years of Great Music: From Bach to Bernstein	*Pachelbel: Canon in D*	Reader's Digest Association ABD-068/CDI	Quiet
Sandor Lakatos and His Gypsy Band: Budapest Ejjel-Budapest at Night	*Monti: Csardas-Flittyhara*	Recorded in Hungary by Qualiton, 1965	High
Arab Music Vol.2	*Rahmila, Oud, Nai, Kanum, Tabla*	Lyrichord LL 198 Stereo LLSY 7198 Lyrichord Discs, Inc.	Moving
Art of the Koto: The Music of Japan	Side 1, Band 1	Elektra Records	Slow
The Classical Music of India	Side 1	Prestige Records, Inc.	Moving
Music From the Heart of Africa	*Warriors of the Drum*	Nonesuch Recorded in Burundi by Coter C	Moving: Drums

TITLE OF DISC/ALBUM	TITLE OF SELECTION	ID#	CONCEPT
Golden Rain-Balinese Gamelan Music	*The Ramayana Monkey Chant* *Golden Rain*	NoneSuch Records Explorer Series	Loud /Soft Contrast Rain
Cloud Dance songs of San Juan Pueblo	Side 1	Indian House, BX 472, TASO, NM	March
The Music of Hawaii	Side 1, Band 4 Side 2, Band 4 (*Hilo March*) *Side 2 Band 7*	National Geographic Society	Dancing, March,
David Sanborn: Hideaway	*Hideaway*	Warner Bros. Records Inc.	Moving
John Lee Hooker	*Endless Boogie*	Product of ABC/Dunhill Records, Inc.	Moving
Floyd Cramer-Just Me and My Piano!	*Georgia*	Step One records	Slow
Dixieland: Crescent City Rhythm and Jazz Band: Great Dixieland Hits	*When the Saints Go Marching In*	1992 Trace Trading Made in Holland	March
A Carnival of Cuban Music. Routes of Rhythm, Vol. I	*El Manicero*	1990 Rounder Records Corp.	Moving

Art Prints

Art Prints are used in the SPARK Creative Arts Curriculum as a focus of discussion to illustrate concepts and broaden children's knowledge base. (The following art prints are a part of the curriculum and are available from the Shorewood Catalogue, published by the Shorewood Fine Arts Reproduction, Inc. Sandy Hook, CT).

Cattleya Orchid and 3 Brazilian Hummingbirds Around a Nest (Heade) This colorful work depicts a bird nest high in the canopy of a jungle, with hummingbirds hovering around the nest.
Boy With a Tire (Lee-Smith) A bleak inner city setting is depicted in this work. Focus of the picture is an African American boy standing on a sidewalk with a tire.
The Banjo Lesson (Tanner) Scene within a house. This work shows an older man teaching a boy how to play the banjo. Both characters are African-American. A closeness of boy and man is suggested, both by their proximity and through their joint concentration on the task.
Surprised! Storm in the Forest (Rousseau) A forest scene is shown with a frightened looking tiger in the foreground. Lightning is streaking the sky; fern like growth and tree branches are bending in the wind.
Mains aux Fleurs (Picasso) The picture is of hands holding a colorful bouquet of flowers.
The Surprise Answer (Margritte) The work is in shades of brown and black and shows a door in a room. A large irregularly shaped hole, that lets some of the light of the room shine into the next room extends from the floor nearly to the top of the closed door.

Music

Research indicates that preschool children are open to all kinds of music. This openness presents an opportunity for teachers to acquaint children with music of different forms and styles, and music that is different from what they typically hear. Many of the songs used in the SPARK curriculum are folk songs from the ethnic groups represented by the SPARK stories. They include such songs as *Abiyoyo*, *Zulu Lullaby*, (Africa), *Skip to My Lou*, *Mary Had a Little Lamb*, *Go In and Out My Window* (Appalachian, Euro-American), *Sho Jo Ji* (Japanese), and *Mi Chacra* (Mexico).

The music for movement is drawn from many sources. These sources include classical (European, American, African, Indian, Japanese, Native American), jazz, blues, popular, and Dixieland.

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I NEED A LUNCH BOX

SKILLS AND THEIR UNDERLYING GOALS AND OBJECTIVES EMBEDDED IN THIS UNIT

Skills or Behaviors	Goals and Objectives
Cognitive	
Use one object for another: boxes for lunch boxes, chairs or big boxes for vehicles	Increase ability to engage in representational play Increase understanding of symbols
Identify and name foods	Increase general concept and vocabulary development Increase visual discrimination
Review activities from previous day	Increase memory skills Increase awareness of past and present events Increase ability to summarize events
Identify what would and what would not fit in a lunch box	Increase classification skills Increase general vocabulary and concept development Increase awareness of size relationships
Point to colors when named and/or name colors	Increase ability to identify and label colors
Language	
Follow directions regarding in and out	Increase understanding of positional words Increase ability to follow verbal instructions
Learn, and repeat, a song	Increase auditory memory Increase phonemic awareness
Discuss attributes of musical instruments	Increase auditory awareness and discrimination

Identify musical instruments by sound	Increase expressive and receptive vocabulary
Pretend to be a character in a story	Increase pre-literacy skills: increase sequencing skills and understanding of story content; become familiar with written language
Share experiences relating to past events	Increase ability to recall and verbally summarize story Increase ability to relate own experiences to events in written language
Recognize own printed name	Increase ability to link symbols to meaning Increase ability to link symbols to sounds (graphemes to phonemes)
Compare sounds of different materials (e.g. rice vs. beans) in small boxes	Increase auditory discrimination Increase expressive vocabulary

Social

Sing a song with others	Increase participation as member of a group
Act out a part in a story	Increase understanding of point of view and feelings of others Increase ability to speak in a group setting
Discuss anger and how to express it appropriately	Increase ability to recognize emotions in self and others Increase ability to develop strategies for expressing emotions appropriately

Take turns leading others in movements	Increase ability to wait for adult attention and take turns Increase ability to appropriately lead others
Pretend to be adults in various roles	Increase understanding of point of view and feelings of others Increase understanding of adult roles

Fine Motor

Cut fringes on paper bags	Increase bilateral coordination Refine pincer grasp Increase visual-motor coordination
Pour water through funnels into bottles	Refine wrist rotation Refine bilateral coordination Increase use of shoulder, arm, wrist, and hand in coordinated movement
Play musical instruments	Increase wrist rotation and manipulation skills Increase bilateral coordination Increase auditory-motor coordination
Spread glue and attach paper Paint on paper Tear paper into small pieces	Refine pincer grasp Increase bilateral coordination Increase visual-motor planning and coordination Increase hand strength

Gross Motor

Shake bottles full of different materials	Increase upper body muscle planning, control, and strength Increase dynamic balance
March rhythmically to music	Increase large muscle planning and control Increase auditory attention Increase body awareness

Demonstrate various ways to move: jumping, walking backwards and sideways, tip-toeing and hopping, galloping	Increase large muscle planning and control Increase body awareness Increase dynamic balance Increase movement repertoire
Walk along a line that is two inches wide	Increase dynamic balance Increase large muscle planning and control

CITY RAP

IF YOU LIVE IN A CITY AND YOU LIKE TO WALK,

YOU CAN WALK WITH YOUR MOMMA AND TALK AND TALK

FIRST YOU WALK FAST AND THEN YOU WALK SLOW,

THEN PUFF OUT YOUR CHEEKS AND BLOW AND BLOW.

STOP WHEN YOU'RE READY TO CROSS THE STREET,

LOOK BOTH WAYS, THEN MOVE YOUR FEET.

Teaching Guide

Unit: I Need a Lunch Box

SKILLS PROMOTED THROUGH ARTS, READING AND KNOWLEDGE

SPARK Project
University of Illinois at Urbana-Champaign

Funded by the U.S. Department of Education
Office of Special Education PRGMS/DPAP/POB
CFDA 84-024, Rm. 3512/Switzer Building
600 Independence Avenue, SW
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Grant No. DE-H024B20082

I Need A Lunch Box – Day 1

Materials:
- ✔ Book, *I Need a Lunch Box**
- ✔ One lunch box
- ✔ One box or bag to represent a lunch box for each child
- ✔ Song, "Put Crayons in the Lunch Box"
- ✔ Markers
- ✔ Tape marked "Step In and Out the Circle"
- ✔ Cassette player
- ✔ Piece of green play dough

Group Activity

Theme of the Day: In (Cognitive/Language)

Read story

Read the story to the children.

Discuss story

Discuss the story, asking the children what the little boy wanted. Ask how many of them have big brothers or sisters; then ask if their big brothers or sisters ever get things that they want, but can't have because they are too little.

Introduce the theme of the day–in

Show the children the lunch box and talk about how people usually put food in lunch boxes. Discuss how they take the lunch boxes to school or work and eat the food at lunchtime. Give each child a box or bag, and tell them to pretend that they are lunch boxes. Turn to the page in the book which lists foods the boy imagined he would put in a lunch box. Read the foods to the children, and have them pretend to put each food in their lunch boxes. Ask them to name other foods and pretend to put them in their lunch boxes.

Sing song with props

Remind the children that the boy in the story wanted to keep other things in his lunch box. Turn to the page in the book which shows the boy thinking of all the things he could keep in a lunch box. Help them label the things in the picture. Tell them to listen to a song about a lunch box. They can pretend to put things in their lunch boxes when you name them in the song. Sing "Put Crayons in the Lunch Box" as you pretend to put the objects in the lunch box. Sing it again, encouraging the children to join you as much as possible. Collect the boxes after the song. Tell them they can pretend to put things in lunch boxes in the centers today.

---

* Jeanette Caines (1988). *I Need a Lunch Box.* Harper Collins.

Introduce the Arts Activities

Music/Movement Center

What they will do: follow simple directions given in songs. Show the children the lunch box and tell them they can fill lunch boxes with things in music. Then play a short segment of the "Step In and Out the Circle" tape, and say that the tape tells them different things to do.

Art Center

What they will do: decorate lunch boxes and put things in them. Show the children one of the boxes. Using markers, decorate the box as you tell them they can decorate pretend lunch boxes in art and them put things in them like the boy in the story.

Make-Believe Center

What they will do: pretend to be the boy in the story filling lunch boxes with food. Show the children the lunch box and make an apple with a piece of green play dough. Put the "apple" in the lunch box as you tell the children they can make pretend food and put it in lunch boxes in the housekeeping area.

Have Each Child Choose an Arts Activity

Music/Movement Center

Theme of the Day: In (Cognitive/Language)

Materials:

- ✓ Song, "Put Crayons in the Lunch Box"
- ✓ One crayon per child and adult*
- ✓ One marble per child and adult
- ✓ One small toy animal per child and adult
- ✓ One plastic insect per child and adult
- ✓ Lunch box
- ✓ Cassette player
- ✓ Tape marked "Step In and Out the Circle"
- ✓ Large circle on the floor made from chalk, tape, or string

Set-up/Suggestions

1. Put objects in the lunch box.

Open the lunch box and put it where the children can reach it easily. Give each child a set of objects. Then sing the song, inviting the children to put the objects in the lunch box as you name them in the song. (Name a different object for each verse of the song.) Encourage the children to join you in singing the song as they become familiar with it. When you finish the song, close the lunch box and ask the children to name the things that are in it. Praise the children for remembering. Open the lunch box again, and take out the things that the children named. Then put these objects aside.

2. Brainstorm other objects.

Ask the children to name other things they could put in the lunch box. When each child names something, sing the song using the named object. Encourage them to name unusual things or things that obviously would not fit, by giving a few examples: a house, a space ship, green monsters. Laugh with the children when they make these types of silly or impossible suggestions, to help them learn to create humor and think about size relationships. After the song put the lunch box aside.

* Adapt the objects used to fit the ability level of the children. Older children might have sets of community workers, vehicles, fruit, or vegetables. Each verse would then ask for a specific fruit, vegetable, vehicle, or community worker. Children who are working on color recognition might have a set of different colored crayons. Each verse would ask for a different color of crayon.

3. Play game to tape.

Join the children in standing around the circle. Play the "Step In and Out the Circle" tape and join the children in following the directions on the tape.

4. Vary the game.

Stop the tape and invite one child to sit in the circle. Sing the song again using the following words.

> *"Now (Carmen's) in the circle*
> *Now (Carmen's) in the circle*
> *Now (Carmen's) in the circle*
> *As she was before!"*

Let the children take turns sitting in the circle as the other children join you in walking around the circle and singing.

Additional Ideas

Art Center

Theme of the Day: In (Cognitive/Language)

Set-up/Suggestions

1. Make lunch boxes.

Spread the newspapers on the work area and put out the containers and art materials. Let each child choose the type of container he would like for his pretend lunch box. Join in and model using the materials in different ways to decorate the containers:

Cut or tear pieces of paper and glue them to the container

Draw lines, shapes, or representational drawings

Glue pieces of paper on the container and then outline them with crayon or marker (for older children)

Spread glue on the container and sprinkle on glitter

Materials:

- ✓ Book, *I Need a Lunch Box*
- ✓ Containers such as boxes, oatmeal boxes, cans, sacks
- ✓ Assorted colors of scrap paper
- ✓ Scissors
- ✓ Glitter
- ✓ Glue
- ✓ Markers
- ✓ Crayons
- ✓ Newspapers to spread under the materials for easy clean-up

2. Print child's name on his lunch box.

When each child finishes a lunch box, let him watch as you print his name on it, or help him print his name.

3. Experiment with putting different objects in the lunch boxes.

Ask the children to think of things to put in their lunch boxes. Encourage them to make many suggestions, even silly or impossible ones. If a child names something that is available, such as a toy car, let him get that object and put it in his lunch box. Allow the children to discover for themselves that some things, such as a big ball, will not fit in their lunch boxes.

Additional Ideas

Make-Believe Center

Theme of the Day: In (Cognitive/Language)

Materials:

- ✓ Containers such as sacks, boxes
- ✓ Housekeeping area
- ✓ Play dough
- ✓ Chairs or large boxes

Set-up/Suggestions

1. Create play dough food to put in lunch boxes.

Give each child a container to use as a lunch box. Let them use play dough to create food to put in their lunch boxes. Younger children will break off pieces of play dough to represent different foods. Prompt them to label their pretend foods. Older children will make pieces that resemble real food in shape and color. Encourage younger children to work near older children in order to get ideas from them.

2. Discuss pretend food.

As the children complete their foods, join in and remind them to put the foods in their lunch boxes. Prompt them to talk about what they are putting in the lunch boxes and where they will eat the food later on.

3. Pretend going to school.

Suggest that the children pretend to get in cars or school buses and go to school or work with their lunch boxes. They might use chairs or large boxes to represent vehicles. Join in and pretend to eat lunch at school or work, inviting the children to join you.

Additional Ideas

I Need A Lunch Box – Day 2

Group Activity

Theme of the Day: Colors (Cognitive)

Review previous day's activities

Remind the children of the activities of the day before. Show some of the lunch boxes they made, and ask them to name things they pretended to put in lunch boxes in the centers. Sing, "Put Crayons in the Lunch Box," and encourage the children to pretend to put things in make-believe lunch boxes as they join you in singing the song.

Read story

Introduce the theme of the day—colors

Place the color cards where they are easily seen by everyone. Help the children name the colors. Then turn to the picture in the book showing the boy dreaming about a blue lunch box. Ask a volunteer to find the color card that is blue, like the picture is blue. Repeat this procedure with the other colors. Tell the children that they will do things with colors in the centers today.

Materials:

- ✓ Lunch boxes children made on previous day
- ✓ Book, *I Need a Lunch Box*
- ✓ Colored cards with lunch boxes on them
- ✓ Songs, "Put Crayons in the Lunch Box" and "Take a Little Bow"
- ✓ Empty plastic bottle with lid
- ✓ Pitcher of water
- ✓ Funnel
- ✓ Food coloring
- ✓ Rhythm stick
- ✓ Piece of red construction paper
- ✓ Box of red materials from art center
- ✓ Glue
- ✓ Dress-up clothes from make-believe center

Sing color song

Sing the song, “Take a Little Bow,” using the colors on the color cards. Hold up each color card as you name it in the song. If someone does not have an opportunity to “take a little bow,” add a color that the child is wearing, pointing to it on the child as you sing. (If the class includes children who cannot stand to take a bow, the words may be changed to “raise your hand,” or “nod your head.”)

Introduce the Arts Activities

Music/Movement Center

What they will do: fill plastic bottles with colored water and then use them as rhythm instruments. Show the children the bottle and say that the boy in the story might have a bottle of juice in his lunch box. Insert the funnel in the bottle and pour in some water. Put some food coloring in the water and ask the children to tell what color it is. Then seal the bottle and use the rhythm stick to tap the bottle or slide it across the ridges to make a rhythmic sound. Tell them they can fill their own bottles with water in music, and then make sounds with them.

Art Center

What they will do: make collages using different colors. Show the children the box of red materials, and ask them to label the color. Help them name the different kinds of materials in the box, and comment that everything is red. Then show them the piece of red paper and glue some things on it as you say that you are filling the red paper with red things. Tell them they can choose a color in art, and fill a paper with that color.

Make-Believe Center

What they will do: dress up in different colors and play with pretend lunch boxes. Show the children the dress-up clothes and ask them to label the colors. Tell them they can dress up in make-believe and pretend to go places with lunch boxes.

Have Each Child Choose an Arts Activity

Music/Movement Center

Theme of the Day: Colors (Cognitive)

Set-up/Suggestions

(Group Limitation: even number of children, so they can work in pairs)

1. Experiment with bottles and rhythm sticks.

Prompt each child to get a bottle, encouraging them to use the rhythm sticks and their hands to make sounds on the bottles. They might tap them, slide the sticks along them, poke the sticks in the bottles and rattle them around, tap the bottles on the floor. After they have experimented for a while play the music and model following the beat of the music with the bottles and sticks. Do not expect the children to follow the beat exactly, but encourage them to play fast or slow in relation to the music.

2. Put water in bottles.

Have the children go to the table or water table. If you are working at a table ask the children to help you spread towels on it to absorb spilled water. Put out the pitchers of water and the funnels. Invite the children to put water in their bottles by inserting the funnels in them and pouring from the pitchers. Encourage the children to work in pairs, with one child holding the bottle and funnel steady, and the other child pouring. Younger children will need additional adult assistance. Encourage some children to fill their bottle and other children to only fill them partially.

Materials:

- ✓ Clear plastic bottles with lids (preferably, bottles with ridges along the sides, such as from bottled spring water)
- ✓ Tape marked "Band/ Dixieland Music"
- ✓ Cassette player
- ✓ Several small pitchers of water
- ✓ Funnels or paper formed into a funnel shape and taped
- ✓ Towels to spread on the table or a water table to work on
- ✓ Food coloring
- ✓ Rhythm sticks
- ✓ Song, "If Your Water is "

3. Add food color to water.

After they have filled their bottles, put out the food coloring and tell each child to choose one color, prompting the children to label the colors as they use them. (Older children may want to use two colors to create a new color.) Encourage them to watch as the color blends slowly into the water, making a swirling trail of color. Then suggest that they cover the bottles (help them tape the lid on if necessary) and shake them to mix the color thoroughly.

4. Chant rhyme.

As the children shake the bottles, discuss the sounds they are making, and encourage them to shake fast or slow; or chant a beat for them to follow: "shake, shake, shake..and uh shake shake shake."

5. Experiment with sounds of filled bottles.

Play the music again and let the children use rhythm sticks and their hands to create sounds in different ways with the filled bottles.

6. Sing song about water colors.

Have the children sit in a circle on the floor. End the activity by singing to the tune of "Take a Little Bow,"

"If your water is green, shake it now*
If your water is blue, shake it now
If your water is red, shake it now
And hold them all up high!"

Encourage each child to shake his bottle as the color in his bottle is mentioned, then to stop when the next color is mentioned. At the end, everyone holds the bottle up high.

---

*Use the colors of water used by the children.

Additional Ideas

Art Center

Theme of the Day: Colors (Cognitive)

Materials:

- ✓ Several shoe boxes (Fill each box with craft materials that are all the same color, such as red, yellow, blue, green, purple. Materials might include yarn, stickers, scraps of paper or yarn, rick rack, large buttons, pipe cleaners, crayons, and marker pens.)
- ✓ Construction paper to match the colors of the materials in the boxes
- ✓ Glue
- ✓ Scissors
- ✓ Markers/crayons

Set-up/Suggestions

1. Distribute materials.

Put out the different colors of paper. Tell each child to choose a piece of paper. Help the child label the color of the paper and match it to a box of materials that is the same color. (Some children might have to share a box of materials.)

2. Glue objects to paper.

Join in and model gluing things to the paper, as you encourage the children to talk about the colors and materials they are using.

3. Use markers or crayons.

After gluing several things, use markers or crayons of the same color to draw lines and shapes on the paper. You might also demonstrate outlining the materials on the paper. Let each child glue things to several papers, encouraging them to choose a different color each time.

4. Use different colors with older children.

For older children, put materials of different colors in the same box. Tell each child to choose a piece of paper, and then find things in the box that are the same color as the paper to use for the activity.

Additional Ideas

Make-Believe Center

Theme of the Day: Colors (Cognitive)

Materials:

- ✓ Dress-up clothes, preferably in colors featured in the book
- ✓ Boxes or bags to represent lunch boxes

Set-up/Suggestions

1. Discuss dress-up clothes.

Look at the dress-up clothes with the children, asking them to label the colors and talk about how people wear each type of clothing.

2. Encourage children to dress-up.

Let the children dress in the clothes, prompting them to talk about what they want to be. Also ask each child how that person might use a lunch box—take it to school, work, or a picnic, put other things in it, such as crayons.

3. Pretend to go places with lunch boxes.

After the children have dressed up, encourage them to pretend to go places with their lunch boxes. Help them arrange props they might need, such as rows of chairs to represent a bus.

Additional Ideas

STORY LEVEL MATRIX

Name of Story	**# of story lines**	**Amount of detail in illustrations**	**Average # of sentences on page**	**Contains unfamiliar words**	**Contains intangible themes**	**Overall rating**
Abiyoyo	2	Moderate	3	Yes	Yes	3
Anansi and the Moss-Covered Rock	2	Many	6	Yes	Yes	3
The Bluebird and the Coyote	1	Few	2	No	Yes	1
The Bossy Gallito	1	Many	2	Yes	Yes	3
A Boy with a Drum	1	Few	2-3			
The Cows Won't Move	1	Few	5	No	No	1
The Gunniwolf	1	Few	2	Yes	No	2
Here Comes Kate!	1	Moderate	4-5	No	No	1
How Brer Rabbit Became a Scary Monster	1	Few	4	No	No	1
How Music Came to the Jungle (flannel board story)	1	NA	NA	No	Yes	1
I Need a Lunch Box	1	Few	2	No	No	1
Jonathan and His Mommy	1	Few	1	Yes	No	1
Joshua and the Door	1	Few	4	No	No	1
Lindy, All By Herself	1	Few	4	No	No	1
Mama, Do You Love Me?	1	Moderate	2	Yes	Yes	3
Melissa and the Jump Rope	1	Few	4	No	Yes	2
Miss Lucy	1	Few	1	No	No	1
The Napping House	1	Moderate	1	Yes	No	2
Polar Bear, Polar Bear, What Do You Hear?	1	Few	1	Yes	No	2
The Snowy Day	1	Few	2	No	Yes	1
Teeny Tiny Woman	1	Moderate	1	No	Yes	2

Name of Story	**# of story lines**	**Amount of detail in illustrations**	**Average # of sentences on page**	**Contains unfamiliar words**	**Contains intangible themes**	**Overall rating**
There's a Nightmare in My Closet	**1**	**Few**	**1**	**No**	**Yes**	**1**
Tree of Cranes	2	Few	9	Yes	Yes	3
The Very Quiet Cricket	1	Few	3	Yes	No	2
Where are the Cars?	1	Few	2	No	No	1

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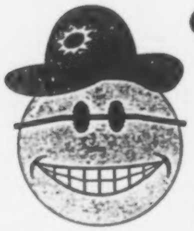
SPARK Newsletter

May 2000

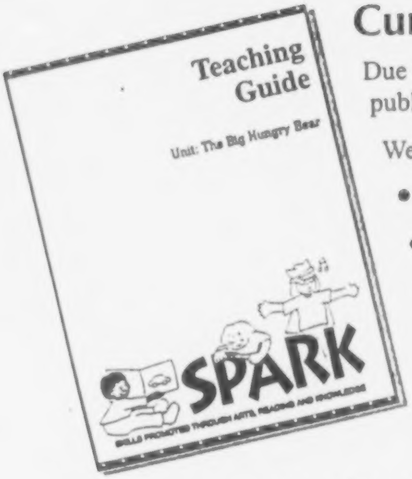
Spring '00 Edition



Greetings from Bev Lewman!

As many of you know, I'm looking forward to retirement in the Fall. I'll be in the office full-time until September 30th and then will be working as a consultant for the project as we prepare the manuscript for publication. I'll miss coming to your classrooms to see the children. I have enjoyed talking with you, receiving messages from you, and coming to your programs, first to provide training and then to observe SPARK in process. I think we have been very fortunate in the caliber of people who chose to implement SPARK. You are the innovators in the field, and we highly appreciate your support during the last three years. Please don't hesitate to continue to contact me. My e-mail address will remain the same.

Bev


Teaching Guide

Unit: The Big Hungry Bear

SPARK

Curriculum Changes

Due to the production cost, the publisher decided not to include the story cards in the published version.

We have written new units to replace the story card units based on the following books:

- The Big Hungry Bear - by Don and Audrey Wood
- Chicka Chicka Boom Boom - by Bill Martin, Jr. and John Archambault
- If You Give a Pig a Pancake - by Laura Numeroff
- Jamela's Dress - by Niki Daly
- The Squiggle - by Carole Lexa Schaefer
- Whistle for Willy - by Ezra Jack Keats

Since *The Gunniwolf* and *Here Comes Kate* have gone out of print, we have found (thanks to Calcasieu Parish) a new version of the Gunniwolf book (*The Gunnywolf* by A. Delaney) and have developed a unit about a child with a disability framed on the book *No Fair to Tigers* by Eric Hoffman. In addition, we will replace the Miss Lucy story cards with the published book, *The Lady with the Alligator Purse* by Nadine Westcott.

Ordering New Units

If you would like copies of the new units (just the activities, not the accompanying books), we will be able to provide them for you at our cost of production. The cost will be minimal since it will be the cost of copying and postage.

Please let us know if you would like to be put on the mailing list. Be sure to include the number of copies you need.

Kudos to Teachers who Field-Tested the New Units

Some of you helped with the development of the new units by trying them with your children and then sending us your feedback. Thank you for your help! I'm relieved to say that at this time, all the feedback is positive. If you haven't sent in your feedback form yet, please do so as soon as possible as we need to send all the units to the publisher in June and would like to consider any revisions before then.

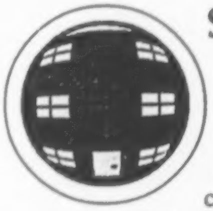
Telephone Interviews with Outside Evaluator

During the last two years, an outside evaluator has conducted telephone interviews with teachers and administrators who implemented the SPARK Model. Many of you participated in those interviews.

This year, several unique programs have joined the SPARK Outreach Network. These programs include a Family Child Care program, Head Start programs that include children from many ethnicities, ECSE classrooms of children with multiple disabilities, inclusive classes of ECSE and tuition-supported typically developing children, and transitional kindergarten classes.

We invited personnel from some of these programs to participate in the telephone interviews to give us a perspective of SPARK's adaptability across a broader spectrum of early childhood programs. All responses to the invitation have been positive, and the interviews are now in progress.

Thank you very much for agreeing to participate and thus enable us to collect very meaningful data. We understand what a difficult time of year this is for personnel and appreciate your cooperation.



Site Visits

Shirley and I saw many excellent, hardworking staff members and happy children when we made our site visits. (As anticipated, it was very cold in Minnesota in January but also extraordinarily beautiful.)

We always enjoy seeing the flexibility and creativity you display as you implement the SPARK activities to meet the needs of your children.

We visited a classroom in Indiana that was virtually a jungle setting. The teacher and her assistant were implementing the How Music Came to the Jungle Unit. She borrowed props from the high-school drama department and had trees, an elephant, giraffe, boa constrictor, etc. that were practically life-sized. Needless to say, the children were highly engaged in the activities.

SPARK in the Future

We are still waiting to hear if the project will be refunded for another cycle of funding. We should know in the very near future. If the response from the funding agency is positive, we will hire a new coordinator, and the project will continue. In the meantime, we are making a limited number of sets of the curriculum. Please let me know if you would like to be put on the list for additional sets of SPARK. Until we hear about funding, we will be putting together 15 sets of the curriculum.

SPARK Awareness

Our director, Susan Fowler, has been invited to present the model at a conference in Korea in June. I also have been invited to present the SPARK process at a conference in Texas. Some of you have said in the past that "no one knows about this curriculum." We're trying to spread the word!

School teachers are not fully appreciated by parents until it rains all day Saturday.

Feedback from you ...

We received pictures taken during the implementation of The Snowy Day Unit from both Louisiana andMinnesota. As one teacher in Louisiana said, "You really need to see us playing in snow ... without the snow. It's a hoot!"

We have pictures from Louisiana of a group of children making tracks in shaving cream snow and from a classroom in Minnesota where the children had real snow.

Ramsey Action Programs - Head Start - St. Paul, Minnesota

The classroom in Minnesota extended the art snow activity by providing a snow wall for the children and encouraging them to throw paint snowballs at the wall.

▷ The teacher covered the wall with black paper and the floor with newspaper. The children mixed paint into snow, made snowballs out of the "paint snow," and then threw them at the wall. They created some wonderful designs.

Another classroom converted an art easel into a cow, complete with a glove filled with milk, a bucket, and a stool for the children to use while milking. Several of you have sent us units that you developed. Thank you!

Check us out on the
SPARK
WEB SITE

http://www.ed.
uiuc.edu/SPED/spark

GOOD NEWS
from a 1997-1998 Site

Nancy Kane (Wilmington, North Carolina) called to say that the Wilmington teachers are continuing to use the SPARK Curriculum. She reported that she and the teachers had recently trained 30 service providers in their area in the SPARK Process. The training was very well received, and she wanted us to know that the Training Manual works.

We are always pleased to hear that teachers continue to use the curriculum activities and the process to develop new units and to train new personnel. This is the best feedback we can receive!

additional contact info

info
phone 217.333.0689
fax 217.244.7732

Education is a wonderful thing, but it doesn't go far enough. It merely teaches a man how to speak, not when or how long. And neither does it teach him exactly when to shut up.

TRY THESE IDEAS.

They came from the 1999-2000 data logs!

We really appreciate your comments. In addition to sharing information with each other, they help us further fine-tune the curriculum. I also used some of your ideas for the new units.

ANANSI AND THE MOSS-COVERED ROCK

"I made rocks from spray insulation rather than bringing real rocks to school."

THE BLUEBIRD AND THE COYOTE

"Day 2, Art. Have children paint on shadows created outside by the sun. Draw with sidewalk chalk."

"We made beads from celluclay–rolling the dough to shape the beads."

HOW MUSIC CAME TO THE JUNGLE

"We took long and short steps on the way to lunch, etc."

I NEED A LUNCHBOX

"We wore our costumes and pulled our floats. The floats were made with large vehicles in the classroom. Each child decorated a vehicle for his/her float."

LINDY ALL BY HERSELF

"Day 2, Art. Instead of mixing paint, we used water in clear cups, a popsicle stick, and tissue paper squares. The children loved it!"

"Day 3, Art. We rolled cars through red, yellow, and blue paint to make brown; great for fall art."

MISS LUCY

"Day 5. We took a trip to the Alligator Farm. (This idea might only work in Louisiana!)"

"Day 1. We added the book, Bears in the Night, to act out words in and out."

THE NAPPING HOUSE

"Day 1. Make-Believe. We used balls instead of balloons on the parachute."

POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR?

"The children really like having me use the drum for transitions. It got their attention and had them move slow or fast."

"I made a zoo in my room by cutting out black bulletin board paper into strips for the cage and hung them from the ceiling to the floor."

THE SNOWY DAY

"Day 3, Make-Believe. I defrosted my freezer at home. It worked wonderfully."

"We put ice cubes in different places, outside the window, in the refrigerator, in the room, and blew one with a blow dryer to watch how fast they melted."

THE TEENY TINY WOMAN

"Day 4, Music. We used Witches Brew for making soup."

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I don't suffer from stress. I'm a carrier.

Story Selection Table

(These are based on the factors used to select SPARK stories)

Story (title and author)	Number of Story lines	Illustrations and text (amount of detail, interesting pictures, clear print where possible)	Length (number of lines of text per page) Should be brief for 3's	Vocabulary (contains unfamiliar words)	Contains intangible or abstract concepts- should not have many	Scan for bias, role models, cultural representation and appropriateness	Rating (1, 2 or 3) 1= simplest words, length and concepts 2= middle 3= most complex	Concepts: choose 2-3 from the book (must be concrete concepts!)
"How Many Snails?" by Paul Giganti Illustrated by Donald Crews	Repetitive line "I went walking to… and I wondered how many…" 2- Counting book (How many?). Went walking and wondered.	Little detail Clear, large print. Bright color.	5 – 6 lines every other page	Yes – Fluffy Wondered Striped Starfish Spotted Cupcake Icing Bright Shooting Centers Sprinkles	Yes- Wondered Bright	Representation in counting.	2	Counting Bright Big/Tiny Wonder Five Red/ Black/ Gray

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Activity Table
Story: "How Many Snails?"

Day	Concept	Art Activity	Music Activity	Pretend	Other (describe)	Materials needed
Monday	Counting 1,2,3,4,5…	Draw picture with 3 – 5 crayons. Use a concept used in the book.	Count the number of instruments in the music cabinet. Play a song – How many instruments did you see?	Pretend to go for a walk. Count how many things you see. Find a patch of Dandylions and count them.		Paper, Crayons, Musical instruments.
Tuesday	Red/Black	Mix all the colors to make black. Paint boxes red- make fire trucks.	Make music that sounds black. Make music that sounds red/hot. Use drums and triangles.	Pretend it is night. Get ready for bed.		Small empty boxes, drums.
Weds.	Big/Tiny	Cut big/tiny pictures from magazines and make a class collage.	Play music on big and tiny instruments. Use drums that are big and tiny.	Take a walk using big and tiny steps.		Drums, magazines, paper.
Thurs.	Wonder How Many?	Guess how many crayons will fit in a small box. How many art objects will fit on a chair? Make a guessing game.	Listen to dreamy music- music that makes one wonder. Play music using the instruments that is dreamy.	How many questions can the teacher ask that are wondering? Make it a game like, "I Spy", only say, "I Wonder?"		Small boxes, musical instruments.

85

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Teacher Form
DATA LOG

NAME ____________________

TEENY TINY WOMAN

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Under	Take turns lying under the parachute as it is moved, notice how tissues move under the chute. Date: [illegible]	Put things under paper to make rubbings. Date: 10/18	Hide things under hands to play a guessing game. Date: 10/18
Day 2	Tiny	Dance tiny dances Identify tiny instruments. Date: 10/19	Use tiny materials to create art. Date: _____	Make house for the teeny tiny woman. Date: 10/19
Day 3	Louder	Make louder music with instruments to a tape of music that increases in volume. Date: 10/20	Hammer louder sounds. Date: 10/20	Use megaphones to make louder sounds as they play with the box houses. Date: _____
Day 4	Making soup	Play a soup game with music. Date: 10/21	Cut pretend ingredients for soup. Date: 10/21	Make real noodles for soup. Date: _____
Day 5	Teeny Tiny Town Date: _____			

Comments: Children loved Day 3/art. We used cardboard boxes to hammer nails into

On Day 2 children had difficult time with concept tiny so we brought out the large animals to compare size.

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DAY 1 SPARK Inservice Training

morning sessions

- Introduction to the SPARK Model
- Overview of the Model
- The SPARK Creative Arts Curriculum

▶ ***BREAK***

- Suggested Teaching Strategies
- Creating an Environment of Acceptance
- Story Time
- Discussion Time

▶ ***LUNCH***

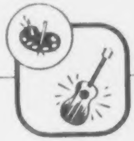
afternoon sessions

- Teaching SPARK Center Activities
- Evaluation
- Fitting SPARK In
- Kit Organization
- Summing Up

DAY 2 SPARK Inservice Training

morning sessions

- Review
- Typical Preschool Expressive Arts Activities
    - → Art
    - → Music
    - → Make-Believe
- SPARK Expressive Arts Activities
    - → Music
    - → Art

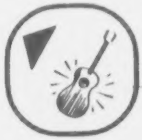


- Strategies for SPARK Center Activities
- Learning to Implement SPARK Center Activities

▶ ***LUNCH***

afternoon sessions

- Teaching Through Music
- Developmentally Appropriate Music for Preschool
- Developing Skills
- Learning Songs
- Summary



APPENDIX B

Results Associated with the Model
Measurements and Tools Used in SPARK

FORMATIVE AND SUMMATIVE DATA

- **Tables 1a, 1b, 1c, 1d, 1e, 1f – Child Growth**
- **Table 2 – Teaching Skills Inventory Results**
- **Table 3 – Results End of the Year Questionnaire for Administrators**
- **Table 4 – Sample Contact Log**
- **Tables 5 and 6 – Results End of the Year Questionnaire for Teachers**
- **Table 7 – Data Log Compilation, Extent of Implementation 1997-2000**

DEMOGRAPHICS

- **Table 8 – Children Demographic Information**
- **Table 9 – Program Demographic Information, 1999-2000**

SAMPLE OF DATA COLLECTION TOOLS

- **Item 10 – Data Log**
- **Item 11 – Fidelity Checklist**
- **Item 12 – Teaching Skills Inventory**

Table 1a
Outreach 1997-1998

North Carolina

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=64, post=60)

Skill Area	Not Present		Emerging		Present	
	Before Spark	After Spark	Before Spark	After Spark	Before Spark	After Spark
General knowledge (26 skills)	6.9	1.7	5.2	2.5	**13.8 (53%)**	**21.7 (83%)**
Language (11 skills)	2.5	1.1	3.9	1.4	**4.5 (41%)**	**8.4 (76%)**
Fine Motor (11 skills)	3.3	0.9	3.5	1.9	**4.5 (41%)**	**8.4 (76%)**
Gross Motor (11 skills)	2.0	0.6	3.1	0.9	**5.6 (51%)**	**9.3 (85%)**
Social Skills (12 skills)	2.6	0.7	4.4	1.8	**5.0 (42%)**	**9.2 (77%)**

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Table 1b
Outreach 1998-1999

Composite of All Sites
(MN, IL, NC, LA)

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=149, post=120)

Skill Area	Not Present		Emerging		Present	
	Before Spark	After Spark	Before Spark	After Spark	Before Spark	After Spark
General knowledge (26 skills)	7.0	1.9	4.6	3.5	13.9 (53%)	20.5 (79%)
Language (11 skills)	2.2	1.0	3.6	2.2	5.2 (47%)	7.9 (72%)
Fine Motor (11 skills)	2.4	0.8	3.4	2.2	5.0 (45%)	8.0 (73%)
Gross Motor (11 skills)	1.6	0.6	2.7	1.6	6.6 (60%)	8.8 (80%)
Social Skills (12 skills)	1.2	0.6	3.7	2.5	6.3 (53%)	8.9 (74%)

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Table 1c
Outreach 1999-2000

Ramsey Action Programs
Minnesota

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=645, post=513)

Skill Area	Not Present		Emerging		Present	
	Before Spark	After Spark	Before Spark	After Spark	**Before Spark**	**After Spark**
General knowledge (26 skills)	9.1	2.1	4.1	3.2	12.3 (47%)	**20.3 (78%)**
Language (11 skills)	2.9	.5	3.1	2.2	5.0 (45%)	**8.4 (76%)**
Fine Motor (11 skills)	2.6	.6	2.9	2.0	5.3 (48%)	**8.3 (75%)**
Gross Motor (11 skills)	1.4	.2	2.6	1.2	7.1 (65%)	**9.5 (86%)**
Social Skills (12 skills)	1.9	.3	3.5	2.0	6.5 (54%)	**9.6 (80%)**

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Table 1d
Outreach 1999-2000

Ramsey Action Programs
(Children with IEPs)
Minnesota

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=54, post=52)

Skill Area	Not Present		Emerging		Present	
	Before Spark	After Spark	Before Spark	After Spark	Before Spark	After Spark
General knowledge (26 skills)	8.9	2.0	4.5	3.2	**11.4 (44%)**	**19.8 (76%)**
Language (11 skills)	2.4	0.3	3.8	2.0	**4.4 (40%)**	**7.9 (72%)**
Fine Motor (11 skills)	3.1	0.6	3.7	3.7	**3.8 (35%)**	**6.5 (59%)**
Gross Motor (11 skills)	1.8	0.2	3.9	1.9	**5.4 (49%)**	**8.8 (80%)**
Social Skills (12 skills)	1.8	0.2	5.2	2.7	**4.9 (41%)**	**8.8 (73%)**

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Table 1e
Outreach 1999-2000

Calcasieu Parish
Louisiana

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=168, post=158)

Skill Area	Not Present		Emerging		Present	
	Before Spark	**After Spark**	**Before Spark**	**After Spark**	**Before Spark**	**After Spark**
General knowledge (26 skills)	8.6	2.6	4.2	3.4	**13.0 (50%)**	**19.8 (76%)**
Language (11 skills)	3.0	.8	4.5	3.0	**3.5 (32%)**	**7.1 (65%)**
Fine Motor (11 skills)	3.3	1.1	3.4	2.4	**4.2 (38%)**	**8.0 (73%)**
Gross Motor (11 skills)	2.3	1.0	3.2	2.1	**5.2 (47%)**	**7.9 (72%)**
Social Skills (12 skills)	2.5	.6	4.4	2.7	**4.8 (40%)**	**8.6 (72%)**

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Table 1f
Outreach 1999-2000

Sabine Parish
Louisiana

PROGRESS OF CHILDREN IN SPARK CLASSROOMS
(Average number of skills per child as rated by teachers)
(pre=20, post=18)

Skill Area	Not Present		Emerging		Present	
	Before Spark	After Spark	Before Spark	After Spark	Before Spark	After Spark
General knowledge (26 skills)	12.3	1.1	3.7	1.2	9.9 (38%)	23.7 (91%)
Language (11 skills)	3.4	.3	4.5	2.3	3.1 (28%)	8.4 (76%)
Fine Motor (11 skills)	5.4	1.0	2.7	1.7	2.9 (26%)	8.2 (75%)
Gross Motor (11 skills)	2.4	.8	3.3	1.1	5.1 (46%)	9.1 (83%)
Social Skills (12 skills)	4.5	.3	4.9	2.8	2.7 (23%)	8.9 (74%)

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TABLE 2
Teaching Skills Inventory
(A teacher self-assessment)
Comparison of pre-SPARK and post-SPARK data
1997-1998 (n=21) 1998-1999 (n= 48) 1999-2000 (n=139)
1 (poor) - 5 (excellent) scale

Question	pre	post	p (less than .10 only)
1. Using a mixture of large and small group activities.			
1997-98	3.85	4.38	
1998-99	3.83	4.17	
1999-00	3.98	4.20	
2. Telling stories in my own words.			
1997-98	3.42	3.76	
1998-99	3.60	4.27	.0005
1999-00	3.81	4.29	
3. Deciding which goals or objectives are embedded in various activities.			
1997-98	3.47	3.95	.08
1998-99	3.31	3.89	.003
1999-00	3.60	3.97	
4. Keeping children actively involved in a variety of activities.			
1997-98	3.80	4.38	
1998-99	3.81	4.22	.01
1999-00	4.00	4.34	
5. Finding appropriate concepts in stories and developing related activities.			
1997-98	3.55	4.23	
1998-99	3.31	3.89	.008
1999-00	3.69	4.26	<.0001
6. Promoting children's skills during music activities.			
1997-98	3.52	3.90	
1998-99	3.50	3.97	.01
1999-00	3.71	4.12	.0019

Question	pre	post	p (less than .10 only)
7. Providing specific opportunities for children to make choices.			
1997-98	4.10	4.57	
1998-99	3.79	4.29	.001
1999-00	4.01	4.45	<.0001
8. Promoting specific developmental skills during dramatic play activities.			
1997-98	2.95	3.90	
1998-99	3.06	4.04	.0001
1999-00	3.61	3.94	
9. Actively involving children in storytelling.			
1997-98	3.57	4.33	
1998-99	3.33	4.39	.000
1999-00	3.80	4.45	<.0001
10. Facilitating exposure to many cultures and backgrounds			
1997-98	2.95	3.75	
1998-99	2.83	3.57	.0004
1999-00	3.31	3.83	
11. Using a modified plan/do/review format.			
1997-98	3.25	4.00	
1998-99	2.81	4.04	.000
1999-00	3.44	4.22	<.0001
12. Modeling new skills for children.			
1997-98	3.90	4.47	
1998-99	3.62	4.16	.008
1999-00	3.85	4.45	<.0001
13. Promoting child-child interactions during activities.			
1997-98	3.80	4.57	.004
1998-99	3.56	4.27	.000
1999-00	3.87	4.32	.0102

Question	pre	post	p (less than .10 only)
14. Organizing center activities around a central concept.			
1997-98	3.90	4.55	.001
1998-99	3.41	4.27	.0001
1999-00	3.86	4.32	.0074
15. Involving families in classroom curriculum.			
1997-98	3.14	3.60	
1998-99	2.89	3.64	.004
1999-00	3.35	3.48	
16. Adapting activities for all skill levels.			
1997-98	3.57	4.23	
1998-99	3.27	4.02	.0007
1999-00	3.71	4.25	.0038
17. Promoting children's skills during art activities.			
1997-98	3.66	4.30	.07
1998-99	3.68	4.20	.009
1999-00	3.90	4.43	<.0001
18. Addressing objectives for an individual child during small group activities.			
1997-98	3.85	4.19	
1998-99	3.54	4.25	.0003
1999-00	3.78	4.33	.0006
19. Reflecting on my own teaching.			
1997-98	3.40	4.20	.02
1998-99	3.33	3.95	.004
1999-00	3.63	4.10	
20. Involving children in repeated readings of the same story.			
1997-98	3.52	4.61	.008
1998-99	3.72	4.41	.001
1999-00	3.88	4.62	<.0001

TABLE 3

1997-98

IT'S THE END OF THE YEAR - HOW DID SPARK GO?

THE QUESTIONNAIRE FOLLOWS WITH FINDINGS REGARDING THE PERCENT OF RESPONDING FACILITATORS (N = 8) WHO FILLED IN EACH RESPONSE

1. HOW EASY WAS IT TO INTEGRATE THE SPARK MODEL INTO YOUR PROGRAM?

(circle the most accurate response)

It affected my supervision and observation time.	took less time 12%	about the same 87%	took more time
It fit with our program philosophy and/or goals.	not at all	somewhat	quite a bit 100%
The training prepared staff to begin implementing right away, without additional support from me.	very few staff	some staff 12%	most staff 87%
SPARK was consistent with state and/or district requirements for classroom curriculum.	does not apply 25%	we had to adapt	fit right in 75%
The fidelity checklist was easy to administer.	does not apply	somewhat 25%	fit right in 75%
Videotaping was easy to accomplish.	does not apply 75%	somewhat 25%	fit right in

2. HOW DID SPARK AFFECT YOUR TEACHING STAFF?

(circle the most accurate response)

My staff talked more with one another about their teaching.	not at all	some-what 37%	quite a bit 62%
I talked to the teachers more about ideas and concepts in their teaching.	not at all	some-what 25%	quite a bit 75%
The SPARK training prepared me to implement SPARK in my program.	very much 87%	some-what 12%	not enough
We adapted the SPARK model to fit our program and our teaching.	not at all	some-what 50%	quite a bit 50%

---

*3. WAS THERE ANYTHING THAT WAS PARTICULARLY **HELPFUL** OR **DIFFICULT** ABOUT IMPLEMENTING SPARK? (FOR EXAMPLE: TRAINING, CURRICULUM MATERIALS, FORMAT, SUPERVISION AND OBSERVATIONS, SUPPORT FROM SPARK STAFF?)*

TABLE 3

1998-99

IT'S THE END OF THE YEAR - HOW DID SPARK GO?

THE QUESTIONNAIRE FOLLOWS WITH FINDINGS REGARDING THE PERCENT OF RESPONDING FACILITATORS (N = 8) WHO FILLED IN EACH RESPONSE

1. HOW EASY WAS IT TO INTEGRATE THE SPARK MODEL INTO YOUR PROGRAM?

(circle the most accurate response)

It affected my supervision and observation time.	took less time 18%	about the same 72%	took more time 9%
It fit with our program philosophy and/or goals.	not at all	somewhat 8%	quite a bit 92%
The training prepared staff to begin implementing right away, without additional support from me.	very few staff	some staff 25%	most staff 75%
SPARK was consistent with state and/or district requirements for classroom curriculum.	does not apply	we had to adapt 16%	fit right in 83%
The fidelity checklist was easy to administer.	does not apply	somewhat 45%	fit right in 55%
Videotaping was easy to accomplish.	does not apply 50%	somewhat 33%	fit right in 16%

2. HOW DID SPARK AFFECT YOUR TEACHING STAFF?

(circle the most accurate response)

My staff talked more with one another about their teaching.	not at all	some-what 50%	quite a bit 50%
I talked to the teachers more about ideas and concepts in their teaching.	not at all	some-what 64%	quite a bit 36%
The SPARK training prepared me to implement SPARK in my program.	very much 82%	some-what 18%	not enough
We adapted the SPARK model to fit our program and our teaching.	not at all	some-what 45%	quite a bit 55%

---

*3. WAS THERE ANYTHING THAT WAS PARTICULARLY **HELPFUL** OR **DIFFICULT** ABOUT IMPLEMENTING SPARK? (FOR EXAMPLE: TRAINING, CURRICULUM MATERIALS, FORMAT, SUPERVISION AND OBSERVATIONS, SUPPORT FROM SPARK STAFF?)*

TABLE 4

SAMPLE SPARK CONTACT LOG (WITH CALCASIEU PUBLIC SCHOOL SITE)

DATE	CONTACT	CONVERSATION+	ACTION TO BE TAKEN
6/15/98	Jacqui *	called to make training arrangements--This was her last day until July 21st. She will make reservations at Bed & Breakfast in Lake Charles, 2 single rooms, non-smoking. She suggests we fly into Lake Charles, they have Hertz cars. Five teachers and 6 paraprofessionals, Jacqui and possibly 4 additional administrators will attend. Administrators will be invited & will probably be in & out. Jacqui also may invite 5-6 additional teachers to sit in on the training. She gave me her home phone number in case I need to reach her before 7/21. She will be in NY and CT briefly but has an answering machine. Home #--478-9023.	
6/18/98	Jacqui	She called to discuss lodging for the site visit. She said the B & B is closed until June 30th so she was unable to make arrangements. The name of it is Ramsey Curtis Mansion Guest House and the telephone # is 318/439-3859. She also recommends the Comfort Inn in Sulphur, LA. I told her our flight arrangements. She wants me to let her know when we have made our lodging reservations and she will send a map. I also told her of our need to set up the day before, of the need for an overhead projector and screen, and asked about the possibility of having a few tuned autoharps. She has purchased extra consumables for SPARK teachers and will also give some to extra teachers who attend the training.	I will notify Jacqui of lodging arrangements & send a list of items needed for training. We will send kits ahead.
7/1/98	Jacqui	Sent inservice training letter and agenda to her home address on July 1st..	
7/6/98	Jacqui	Left message on her answering machine asking her to let me know which published books I had already sent her.	
7/8/98	Jacqui	Left message on voice mail asking her to call regarding when to mail curriculum.	
7/13/98	Jacqui	Jacqui says we'll sort through the books and we'll bring the duplicates back with us. Her husband will check to see if there's a more convenient motel. She'll let me know. She will send a map and directions to the training center.	

* Jacqui Kirkpatrick, replication facilitator

+ conversation with project coordinator, Bev Lewman unless indicated otherwise

Sample SPARK Contact Log – Table 4

DATE	CONTACT	CONVERSATION	ACTION TO BE TAKEN
7/13/98	Jacqui	Jacqui called back with information re: motels. Recommends a Holiday Inn in Sulphur. She will send directions to her office from Baton Rouge. We will go directly to her office (arrive before lunch on the 29th). She'll show us the training facility, etc. Discussed telephone interview with her. She said she hadn't seen the form & requested that I send her one. She asked me to call for the interview on the 23rd or 24th.	Faxed form to Jacqui. Will conduct telephone interview on the 24th.
7/20/98	Jacqui	Sent the training materials. Sent fax letting her know the materials were on the way. Told her to let me know if she hadn't found the evaluation pack & I'll send her another one.	
7/24/98	Jacqui	Conducted phone interview.	
8/3/98	Jacqui	She sent fax saying she will meet with Mrs. Hanchey on 8/6 to set a date for the site visit. She'll let me know as soon as they determine a date.	Expect information from Jacqui.
8/7/98	Jacqui	She sent fax setting the dates of 10/12 - 14 for site visit.	
8/10/98	Jacqui	Called her. She returned call. We discussed the site visit. How many classrooms will be observed, etc. She will send us videos before the site visit. She'll fax information re: the site visit. Right now the plan is to meet with teachers one afternoon, with administrators a second afternoon, and with other parishes the 3rd afternoon. Jacqui plans to ask another administrator to take one of us on site visits while she takes the other one.	
8/26/98	Jacqui	Sent fax with written permission to copy tapes.	
8/27/98	Jacqui	Sent fax asking for Marla's e-mail address. Faxed Marla & received reply. See Calcasieu folder.	
9/8/98	Jacqui	Received fax--see Calcasieu folder.	
9/11/98	Jacqui	Sent fax asking me to submit a proposal for presentation for the LA ECSE State Conference. See folder.	
9/14/98	Jacqui	Jacqui called to discuss the conference & to give me background information. I told Jacqui I would submit a paper but may not have the money in the budget for the travel. She suggests a 2 hour collaborative effort.	
9/19/98	Jacqui	Sent fax with paper for presentation.	
9/28/98	Jacqui	Discussed site visit & awareness. She had observed two classes this a.m. & was very pleased with children's engagement &	

Sample SPARK Contact Log – Table 4

DATE	CONTACT	CONVERSATION	ACTION TO BE TAKEN
		behavior. We will make 7 observations. She will suggest that other teachers bring video clips to teachers meeting. All teachers will attend the meeting. 30 administrators from State, Parishes, University & local levels have been invited to the awareness session. It will be held at the Calcasieu Parish administrative office on Tues. at 1:30--last approx. 1 -1 1/2 hours. Told her we'd need an overhead projector. They will make copies of the awareness materials if we bring the masters. 11 teachers, 13 aids are implementing. Teacher meeting, Wed. at 2 p.m.	
11/5/98	Jacqui	Out of office at 10:40. Still out at 1:50.	Try later. Try around 3.
11/5/98	Jacqui	Returned call. She had observed in a SPARK classroom. Told anecdote of a child's involvement in cow chant he hadn't heard since the previous week. This is a child who is in his second year in the program & Jacqui had never heard him utter a sound before. She regrets having agreed to let all 11 teachers implement because she is having a difficult time working the observations in. She has a meeting scheduled with them next week.	Suggest to her during the next call that she only make 2 observations in some of the classes.
11/12/98	Marla **	Received e-mail, sent a reply.	
11/17/98	Jacqui	Sent Jacqui a fax updating her on DeCarma, Marla and asking about teacher meeting. (See Calcasieu file for copy.)	
11/30/98	Jacqui	assistant Shirley Berbaum made call Called her about clarity of the audio tapes. Teachers have indicated some are hard to understand. She will check with the teachers & e-mail us a list of the tapes that are a problem. She plans to do some of the 2nd observations before Christmas and will finish the others after Christmas. She will talk to Marla today re the e-mail from Bev but she thinks Marla is still going to do all 25 SPARK units. She's just using some holiday stories now with the SPARK format. I told her I didn't know for sure what Bev had e-mailed but knew we would love to have a matrix or whatever the teachers had developed for a story using the SPARK format. We will share this with others by newsletter and/or web pages. She'll check with Marla & give a note to other teachers about providing us with anything they've developed around the SPARK format.	Jacqui will let us know about the audio tapes.

** Marla Sanders, teacher contact

Sample SPARK Contact Log – Table 4

DATE	CONTACT	CONVERSATION	ACTION TO BE TAKEN
12/10/98	Jacqui	Thanked her for CD and discussed the LA Super Conference presentation. I told her I'd send her an outline of the presentation complete with overheads but that the date conflicted with the project director's meeting. She will make the presentation & have replicating teachers help her.	Fax her the presentation acceptance letter. Also send original by mail. Done 12/12 Develop presentation & send to her.
12/1//98	Marla	E-mail exchanges with Marla.	
12/15/98	Jacqui	Received fax from Jacqui telling of teacher meeting.	
12/16/98	Jacqui	Faxed Jacqui a response to her message.	
1/4/99	Jacqui	Jacqui spoke with assistant, Shirley Berbaum. She called wanting copies of the video tapes of the teachers so they can view them to prepare for their part of the Super Conference presentation. Also indicated she had not received the things Bev had sent for her presentation. I told her I didn't think it had been mailed yet. She asked that we fax her to let her know about sending the tapes & presentation materials. They will video the presentation & send us a copy.	Fax her information re videos & presentation materials. Send videos & presentation materials.
1/5/99	Jacqui	Federal Expressed the presentation outline, transparencies, handout masters and teachers' videos to Jacqui.	
1/11/99	Shonda & Marla	Received packet of units from Shonda & Marla. Sent e-mail thanking them for the items & stating that a letter would follow.	Send letter.
1/13/99	Jacqui	Received an e-mail from Jacqui that contained a description of their Super Conference Presentation & thanking me for the presentation. She also sent Mardi Gras materials.	Sent thank you letter.
1/14/99	Shonda & Marla	Sent letter with thanks, critique & a Thanksgiving song.	
1/25/99	Marla	Marla e-mailed me a thank you for the critique of their units & told me of her involvement & preparation for the upcoming Super Conference presentation.	
1/28/99	Marla	E-mailed me words to a song that will be a strong addition to "Mama, Do You Love Me?" unit.	Sent e-mail thanking her for the song.
2/4/99	Jacqui	I called to find out how the presentation went. It went very well. They had an enthusiastic audience. Their role play was especially well received. Jacqui will send us a copy of the video & a disc of the classroom pictures they used. Jacqui inquired about inservice training dates for next year.	
2/4/99	Marla	Sent e-mail of congratulations.	

BEST COPY AVAILABLE

TABLE 5

1997-98

IT'S THE END OF THE YEAR - HOW DID SPARK GO?

THE QUESTIONNAIRE FOLLOWS WITH FINDINGS REGARDING THE PERCENT OF RESPONDING TEACHERS (N=24) WHO FILLED IN EACH RESPONSE.

1. HOW DID CHILDREN REACT TO THE STORIES?

(circle the most accurate response)

Stories represented events or ideas that were familiar to children.	most children 42%	some children 54%	a few children 4%
Stories helped children learn about different cultures or lifestyles.	most stories 66%	some stories 33%	a few stories
The children learned to join in the stories with words or movements.	usually 92%	some-times 4%	not very often 4%
The children remained interested in the stories even after hearing them several times	most children 87%	some children 12%	a few children

2. HOW DID CHILDREN REACT TO THE ART, MUSIC, AND MAKE-BELIEVE ACTIVITIES?

(circle the most accurate response)

Children were eager to choose centers.	usually 75%	some-times 21%	not very often 4%
Children stayed at a center for 5-10 minutes.	usually 79%	some-times 17%	not very often 4%
Children used SPARK songs or music in other contexts, after the activities were over.	usually 58%	some-times 33%	not very ofter 8%

RESULTS (1997-98) End of the Year Questionnaire for TEACHERS - Table 5

3. HOW EASY WAS IT TO INTEGRATE THE SPARK MODEL INTO YOUR TEACHING?

(circle the most accurate response)

It affected my planning and preparation time.	took less time 37%	about the same 29%	took more time 33%
It affected the way I arrange my classroom.	not at all 42%	somewhat 46%	quite a bit 8%
It affected the way I organized my time and routines.	not at all 25%	somewhat 54%	quite a bit 17%

4. HOW DID SPARK AFFECT YOUR TEACHING STRATEGIES?

(circle any response that applies)

I asked more questions.	during stories 66%	during centers 62%	not much 12%
I talked to the children more about ideas and concepts.	during stories 58%	during centers 87%	not much 8%
The SPARK training prepared me to implement SPARK.	very much 75%	somewhat 18%	not enough 8%
I thought more about which individual objectives might be met during activites.	during stories 50%	during centers 87%	not much 8%
I adapted the SPARK model to fit my classroom and my teaching.	not at all 4%	somewhat 45%	quite a bit 50%

RESULTS (1997-98) End of the Year Questionnaire for TEACHERS - Table 5

WHAT ELSE SHOULD WE KNOW ABOUT SPARK AND YOUR TEACHING STRATEGIES?

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5. WAS THERE ANYTHING THAT WAS PARTICULARLY **HELPFUL** OR **DIFFICULT** ABOUT IMPLEMENTING SPARK? (FOR EXAMPLE: TRAINING, CURRICULUM MATERIALS, FORMAT, SUPPORT FROM ADMINISTRATOR OR COLLEAGUES, PARENT INVOLVMENT?)

TABLE 6
1998-99
IT'S THE END OF THE YEAR - HOW DID SPARK GO?

THE QUESTIONNAIRE FOLLOWS WITH FINDINGS REGARDING THE PERCENT OF RESPONDING TEACHERS (N=46) WHO FILLED IN EACH RESPONSE.

1. HOW DID CHILDREN REACT TO THE STORIES?

(circle the most accurate response)

Stories represented events or ideas that were familiar to children.	most children 44%	some children 49%	a few children 7%
Stories helped children learn about different cultures or lifestyles.	most stories 41%	some stories 46%	a few stories 13%
The children learned to join in the stories with words or movements.	usually 80%	some-times 20%	not very often
The children remained interested in the stories even after hearing them several times .	most children 63%	some children 33%	a few children 4%

2. HOW DID CHILDREN REACT TO THE ART, MUSIC, AND MAKE-BELIEVE ACTIVITIES?

(circle the most accurate response)

Children were eager to choose centers.	usually 60%	some-times 30%	not very often 7%
Children stayed at a center for 5-10 minutes.	usually 70%	some-times 24%	not very often 5%
Children used SPARK songs or music in other contexts, after the activities were over.	usually 31%	some-times 50%	not very ofter 20%

RESULTS (1998-99) End of the Year Questionnaire for TEACHERS - Table 6

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3. HOW EASY WAS IT TO INTEGRATE THE SPARK MODEL INTO YOUR TEACHING?

(circle the most accurate response)

It affected my planning and preparation time.	took less time 27%	about the same 31%	took more time 38%
It affected the way I arrange my classroom.	not at all 39%	some-what 59%	quite a bit 2%
It affected the way I organized my time and routines.	not at all 13%	some-what 56%	quite a bit 31%

---

4. HOW DID SPARK AFFECT YOUR TEACHING STRATEGIES?

(circle any response that applies)

I asked more questions.	during stories 56%	during centers 48%	not much 20%
I talked to the children more about ideas and concepts.	during stories 56%	during centers 56%	not much
The SPARK training prepared me to implement SPARK.	very much 47%	some-what 34%	not enough 13%
I thought more about which individual objectives might be met during activites.	during stories 50%	during centers 61%	not much
I adapted the SPARK model to fit my classroom and my teaching.	not at all 24%	some-what 50%	quite a bit 41%

WHAT ELSE SHOULD WE KNOW ABOUT SPARK AND YOUR TEACHING STRATEGIES?

---

5. WAS THERE ANYTHING THAT WAS PARTICULARLY **HELPFUL** OR **DIFFICULT** ABOUT IMPLEMENTING SPARK? (FOR EXAMPLE: TRAINING, CURRICULUM MATERIALS, FORMAT, SUPPORT FROM ADMINISTRATOR OR COLLEAGUES, PARENT INVOLVMENT?)

TABLE 7: DATA LOG COMPILATION—EXTENT OF IMPLEMENTATION

UNIT	PERCENTAGE OF TEACHERS IMPLEMENTING UNIT		
	1997-98 (year 1)	1998-99 (year 2)	1999-00 (year 3)
Abiyoyo	57%	78%	77%
Anansi and the Moss-Covered Rock	35%	70%	78%
The Bluebird and the Coyote	48%	68%	76%
The Bossy Gallito	26%	52%	69%
A Boy with a Drum	43%	63%	77%
The Cows Won't Move	52%	89%	87%
The Gunniwolf	39%	68%	69%
Here Comes Kate!	52%	67%	80%
How Brer Rabbit Became a Scary Monster	30%	81%	92%
How Music Came to the Jungle	26%	45%	73%
I Need a Lunch Box	48%	74%	93%
Jonathan and His Mommy	61%	74%	90%
Joshua and the Door	48%	63%	77%
Lindy, All By Herself	70%	70%	94%
Mama, Do You Love Me?	78%	89%	90%
Melissa and the Jump Rope	30%	61%	80%
Miss Lucy	70%	89%	91%
The Napping House	78%	89%	94%
Polar Bear, Polar Bear, What Do You Hear?	74%	85%	94%
The Snowy Day	74%	89%	96%
Teeny Tiny Woman	52%	78%	78%
There's a Nightmare in My Closet	43%	85%	93%
Tree of Cranes	39%	58%	72%
The Very Quiet Cricket	43%	96%	86%
Where are the Cars?	61%	78%	97%

CHILD DEMOGRAPHIC INFORMATION, 1999-2000 (year 3)

			Age of Children					Gender			Ethnicity of Children								
Site	# in class	# w/ IEPs	#<3	#3s	#4s	#5s	#>5	# boys	# girls	# N/A	Af-A	As-A	Cauc	Latino	Nat-A	M-R	Mid-E	N/A	#Free Lunch
BCNWH-IN	22	16	0	8	12	2	0	14	8		0	0	18	0	0	4			7
GLASS-IN	24	24	0	4	3	16	1	15	9		2	0	22	0	0	0			unknown
BRV-IN	39	9	0	9	19	11	0	20	19		0	0	38	1	0	0			0
BathC-KY	41	11	0	8	32	1	0	23	18		1	0	40	0	0	0			33
MadisonC-KY^	47	22	0	7	24	16	0	29	18		5	0	41	0	0	0	1		36
MercerC-KY	45	39	0	14	28	3	0	26	19		0	0	45	0	0	0			11
TaylorC-KY	50	20	0	9	33	8	0	32	18		1	0	45	1	0	3			42
BossierP-LA	5	5	1	2	2	0	0	4	1		2	0	3	0	0	0			1
Calcasieu-LA	299	299	2	57	118	121	1	212	87		115	2	177	2	0	3			184
CCAAHS-LA	35	0	0	10	20	5	0	19	16	0	35	0	0	0	0	0	0	0	35
DeSotoP-LA	9	9	0	1	6	2	0	6	3		2	0	4	3	0	0			6
GoldmanS-LA	21	1	4	13	4	0	0	13	8		2	0	19	0	0	0			1
Lafayette-LA^	8	8	0	3	4	1	0	5	3		7	0	1	0	0	0	0		7
SabineP-LA	24	24	0	5	16	3	0	15	9		16	0	6	0	1	1			22
RAP-MN	866	56	0	191	518	157	0	412	452	2	235	348	121	76	3	88	4	2	866
R-UFCC-MN^	47	1	17	12	13	5	0	23	21	3	3	2	40	0	0	2			13
R-UHS-MN	145	13	0	33	93	19	0	71	74		16	5	97	6	5	16			145
TOTALS	1727	557	24	386	945	370	2	939	783	5	442	357	717	89	9	117	5	2	1409
PERCENTAGE		32%	1%	22%	55%	21%	0%	54%	45%	0%	26%	21%	42%	5%	1%	7%	0%	0%	82%

^ represents incomplete data
N/A indicates information not available
Af-A = African American
As-A = Asian American

Cauc = Caucasian
Nat-A = Native American
M-R = Multi-Racial
Mid-E = Middle Eastern

CHILD DEMOGRAPHIC INFORMATION, 1999-2000 (year 3)

CODES BY SITE

BathC-KY = Bath County, Kentucky (inclusive); 3 teachers
BCNWH-IN = Boone-Clinton-NW Hendricks Joint Services (inclusive), Frankfort, IN; 1 teacher
BossierP-LA = Bossier Parish, Louisiana (self-contained); 1 teacher
BRV-IN = Blue River Valley Preschool, (inclusive classroom), Mt. Summit, IN area; 1 teacher
Calcasieu-LA = Calcasieu Parish, Louisiana (self-contained); 47 teachers
CCAAHS-LA = CCAA Head Start, Shreveport, Louisiana; 1 teacher
DeSotoP-LA = DeSoto Parish, Louisiana (self-contained); 1 teacher
GLASS-IN = Greater Lafayette Area Special Services (self-contained), Lafayette, IN; 1 teacher
GoldmanS-LA = C-BARC, Goldman School, Shreveport Louisiana (inclusive classrooms); 2 teachers
Lafayette-LA = Lafayette School System, Lafayette, Louisiana (self-contained); 4 teachers
MadisonC-KY = Madison County, Kentucky (inclusive classrooms); 3 teachers
MercerC-KY = Mercer County, Kentucky (inclusive classrooms); 3 teachers
R-UFCC-MN = Reach-Up, Inc. Family Child Care Providers, St. Cloud, MN; 6 teachers
R-UHS-MN = Reach-Up, Inc. (Head Start), St. Cloud, MN; 5 teachers
RAP-MN = Ramsey Action Programs (Head Start), St. Paul, MN; 26 teachers
SabineP-LA = Sabine Parish, Louisiana (self-contained); 4 teachers
TaylorC-KY = Taylor County, Kentucky (inclusive classrooms); 3 teachers

PROGRAM DEMOGRAPHIC INFORMATION, 1999-2000 (year 3)

Site	Type of Classroom	Hours/ Day	# of Days	Teacher Experience				Teacher Education							Para Experience			
				0	1-3	4-5	6+	H	CDA	As	B	M	M+	PhD	0	1-3	4-5	6+
BCNWH-IN	inclusive	2.5	2-5	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1
GLASS-IN	self-contained	unknown	2-5	0	0	0	3	0	0	0	1	1	0	1	na	na	na	na
BRV-IN	inclusive	unknown	5	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0
BathC-KY	inclusive	7	4	0	1	1	1	0	0	0	2	0	0	0	0	0	0	2
MadisonC-KY	inclusive	3	4	0	1	0	4	0	0	0	0	4	1	0	0	1	0	4
MercerC-KY	inclusive	7	4	0	0	0	3	0	0	0	0	2	1	0	0	1	1	1
TaylorC-KY	inclusive	6.5	4	0	0	0	3	0	0	0	0	3	0	0	0	0	2	1
BossierP-LA	self-contained	6.7	5	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
Calcasieu-LA	self-contained	5.8	5															
CCAAHS-LA	head start	6.5	5	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1
DesotoP-LA	self-contained	7	5	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
GoldmanS-LA	inclusive	9	5	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
Lafayette-LA	self-contained	6.5	4	0	0	0	3	0	0	0	2	1	0	0	na	na	na	na
SabineP-LA	self-contained	5.8	5	0	0	1	3	0	0	0	1	2	1	0	0	2	2	1
RAP-MN	head start	3.5	4															
R-UFCC-MN	inclusive	varies	5	0	1	1	1	1	0	0	2	0	0	0	0	1	0	0
R-UHS-MN	head start	3	4	0	1	1	7	0	6	0	3	0	0	0	0	0	0	2
TOTALS				0	6	6	30	2	6	0	15	14	3	1	1	7	6	13
PERCENTAGE				0	14%	14%	71%	5%	15%	0%	37%	34%	7%	2%	4%	26%	22%	48%

n/a = not available

PROGRAM DEMOGRAPHIC INFORMATION, 1999-2000 (year 3)

Site	Para Education					Standardized Tests
	H	H+	CDA	As	B	
BCNWH-IN	0	0	0	1	0	Brigance, LAP
GLASS-IN	na	na	na	na	na	AEPS
BRV-IN	0	1	0	0	0	Language testing
BathC-KY	1	0	2	0	0	Lap-D, Dial-R, Battelle
MadisonC-KY	2	0	1	2	0	CORE w/High Scope & Dial-R
MercerC-KY	2	0	0	0	1	LAP-D
TaylorC-KY	3	0	0	0	0	Dial-R, Battelle
BossierP-LA	1	0	0	0	0	Brigance
Calcasieu-LA						LAP
CCAAHS-LA	0	0	1	0	0	Early Screening Instrument (rev)
DesotoP-LA	1	0	0	0	0	Dial-R
GoldmanS-LA	1	0	0	0	0	AEPS
Lafayette-LA	na	na	na	na	na	AEPS
SabineP-LA	4	0	0	1	0	LAP-D & Brigance
RAP-MN						Minneapolis Preschool Screening Work Sampling
R-UFCC-MN						Dial-R
R-UHS-MN	1	1	0	0	0	Dial-R
TOTALS	16	2	4	4	1	
PERCENTAGE	59%	7%	15%	15%	4%	

n/a = not available

PROGRAM DEMOGRAPHIC INFORMATION, 1999-2000 (year 3)

CODES BY SITE
BathC-KY = Bath County, Kentucky; 3 teachers
BCNWH-IN = Boone-Clinton-NW Hendricks Joint Services, Frankfort, IN; 1 teacher
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SabineP-LA = Sabine Parish, Louisiana; 4 teachers
TaylorC-KY = Taylor County, Kentucky; 3 teachers

ITEM 10

DATA LOG

TEACHER'S NAME ______________________________

ABIYOYO

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	MAKE-BELIEVE ACTIVITY
Day 1	Disappear	Make sounds disappear. Date: ________	Water art, disappears as it dries. Date: ________	Make bubbles disappear. Date: ________
Day 2	Shadows	Dance before strong light. Date: ________	Make junk structures that cast shadows. Date: ________	Toy figures make shadows (flashlights). Date: ________
Day 3	Faster	Sing, move to drum beat, move and play instruments faster to a tape. Date: ________	Finger paint faster to a recited rhyme. Mix blue and green paint, make circles with chalk. Date: ________	Race toy vehicles on ramps to determine which one is faster. Date: ________
Day 4	Happy	Compare sad and happy music. Sing happy songs, move or play instruments to "happy" music. Date: ________	Make a happy collage by cutting out magazine pictures and gluing them and other items such as sequins, glitter. Date: ________	Pretend to be clowns. (Face Paint) Date: ________
Day 5	The Circus Date: ______			

Comments:

DATA LOG

NAME ______________________________

ANANSI AND THE MOSS-COVERED ROCK

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Covered	Cover and uncover instruments, comparing sounds Date: _______	Cover rocks and boxes with assorted materials. Date: _______	Take turns being the moss covered rock. Date: ______
Day 2	Behind/ in front of	Play instruments behind and in front of a screen while other children id sound. Date: _______	Make a puppet stage, stand behind and in front of it with puppets. Date: ______	Roll ball to knock down blocks. Date: ______
Day 3	Spiders	Walk around a masking tape "web" on the floor to "spider" music. Work on body parts to "Spider on the Floor" song. Date: _______	Sponge paint over a plastic spider web to make a spider print on paper Date: _______	Take a nature walk to look for spiders. Date: ______
Day 4	All	Gather all the small objects to music. Gather shapes to song. Date:_______	Child picks an object out of tub, puts in sack, then glues all the objects on to a surface. Date: _______	Make fruit salad using all the fruit. Date: ______
Day 5	Puppet Show Date: ______			

Comments:

DATA LOG

NAME ______________________________

THE BLUEBIRD AND THE COYOTE

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Blue	Relate "blue" to Blues music by dressing in blue and moving to a "Blues" tape Date: ________	Use blue paper, crayons, markers, and chalk to create art work. Date: _______	Pretend to do things in or near a lake. Date: _______
Day 2	Shadow	Combined with Make-Believe. Make shadows on the wall to move to "moving" music. Date: ________	Paint on shadows created on paper. Date: ________	Combined with music center.
Day 3	Rolling	Roll to music and make roll sound makers. Date: ________	Use rolling pins or other rollers on play dough Date: ________	Roll articles down inclines. Date: _______
Day 4	Four	Play games to counting songs. Date: _________	Cut paper and glue the pieces onto a pretend lake. Label and count the items. Date: _________	Count drops of blue food coloring added to the water table. Dip items in the blue water. Date: _______
Day 5	Exploring dirt Date: ____			

Comments:

DATA LOG

NAME ______________________

THE BOSSY GALLITO

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Rooster	Identify farm animals by sound and move like roosters to the song "Mi Chacra" Date: ______	Paint with feather dusters. Date: ______	Build homes for chickens with blocks. Date: ______
Day 2	Please/ thank you	Use target terms to obtain instruments to play to Cuban music in a pretend wedding band. Date: ______	Use target terms as materials are shared. Date: ______	Use target terms at a pretend fast food restaurant. Date: ______
Day 3	Dirty/ Clean	Get fingers dirty in flour, clean by participating in Hokey Pokey Game. Date: ______	Finger paint on table, then clean it off. Date: ______	Wash toy dishes. Date: ______
Day 4	Hurry	Move like rooster in various ways as they hurry to fast music. Date: ______	Hurry as they make prints on paper with three dimensional objects. Date: ______	Hurry as they pretend to be fire-fighters. Date: ______
Day 5	Building a farm. Date: ____			

Comments:

DATA LOG

NAME ______________________________

A BOY WITH A DRUM

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Up, down, around	Move like cat. Move parachute up, down, and around. Date: ________	Finger paint, mix blue and yellow, make marks with craft sticks Date: ______	Make hills in sand with trails that go up, down, and around. Play with toy figures. Date: ______
Day 2	Follow	Move like frog, make hopping sound with rhythm sticks, follow each other in a parade. Date: ______	Work in pairs. One child follows another child's drawing with a marker. Date: ______	Use face paint, tails, and fabric to become either frogs or cats. Take part in parade. Date: ______
Day 3	Middle	Song game, "One in the Middle". Date: ______	Paint in groups of 3 with sponge with clothespin handle. Date: ______	Make box trains and ride in them. Date: ______
Day 4	Flying	Listen to bird sounds tape and move to flying tape, using fabric and streamers. Date: ______	Use swooping marks on paper with chalk and liquid starch. Date: ______	Pretend to be birds, using boxes for nests. Date: ______
Day 5	Act out story Date: ______			

Comments:

DATA LOG

NAME ______________________

THE COWS WON'T MOVE

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Many	Play instruments together in a band. Children take turns leading band. Date: ______	Paint with marbles in box. Compare drawing with 1 marble, 2 marbles, and many marbles. Date: ______	Create make-believe farms with many blocks. Date: ______
Day 2	Fast	Learn to differentiate between fast and slow drum beats. Move and play music to fast music. Date: ______	Make fast marks with different art tools. (sponges paint brushes, markers, and crayons) Date: ______	Pretend to be cows and girl in story. Date: ______
Day 3	Loud	Practice playing instruments loud and not loud. Children take turns leading others. Sort instruments by loud and not loud sounds. Date: ______	Draw with markers to loud music. Date: ______	Imitate objects that make loud sounds. Date: ______
Day 4	Big/ Little	Compare sounds made by big and little instruments. Date: ______	Work with big and little pieces of play dough. Date: ______	Make structures for the big woman and the little bee. Date: ______
Day 5	On the farm Date: ______			

Comments:

DATA LOG

NAME ______________________

THE GUNNIWOLF

DAY	CONCEPT	MUSIC ACT.	ART ACTIVITY	DRAMA ACT.
Day 1	Loud/ Quiet	Sing in loud/quiet voices, play loud and quiet instruments. Lead loud/quiet game Date: _____	Paint as they listen to loud and quiet music. Date: _____	Pretend to be Little Girl or Gunniwolf Date: _____
Day 2	Near/Far	Discriminate near and far sounds and follow directions in game moving near or far from a partner. Date: _____	Draw near and far from a partner on a single piece of paper. Date: _____	Use pretend binoculars to look at things near and far. Date: _____
Day 3	Following rules	Learn rules to a music game and play it. Date: _____	Follow rules of what you can and can not draw on with chalk. Date: _____	List and follow rules to follow in the kitchen Date: _____
Day 4	White, Pink, and Orange	Use color songs to the to identify colors of tissue balls. Date: _____	Make paint blots and prints of the target colors Date: _____	Take care of a make-believe flower garden Date: _____
Day 5	Act out Gunniwolf story Date: _____			

Comments:

DATA LOG

NAME ______________________________

HERE COMES KATE!

DAY	CONCEPT	MUSIC.ACT.	ART ACTIVITY	DRAMA ACT
Day 1	Fast/Slow	Move fast and slow to music Date: ______	Make paint go fast and slow Date: ______	Pretend to be Kate moving fast and slow through the house Date: ______
Day 2	Crash	Make shakers and use them to make crashing sounds Date: ______	Same as music Date: ______	Build block structures and try to drive toy vehicles around them without crashing into them Date: ______
Day 3	Signs	Play slide whistles and kazoos loud or soft in response to music signs Date: ______	Make signs to hang in the classroom or home Date: ______	Make signs for a pretend store Date: ______
Day 4	Wheels	Make a wheel and move it around as they sing Date: ______	Paint with wheels Date: ______	Drive vehicles along a paper road Date: ______
Day 5	Sign Search Date: ______			

Comments:

DATA LOG

NAME ______________________________

HOW BRER RABBIT BECAME A SCARY MONSTER

DAY	CONCEPT	MUSIC ACT.	ART ACTIVITY	DRAMA ACT.
Day 1	Crunchy Sounds	Use bags of crunchy leaves and instruments to accompany taped music. Record children's sounds. Date: _____	Make crunchy collages (clear adhesive paper), collage materials, dry leaves Date: ______	Roll in newspaper, foil, and fabric. Date: _____
Day 2	Roll	Experiment with rolling sounds. Date: ______	Roll things in finger paint. Date: ______	Roll things to make snack. Date: _____
Day 3	Sticky	Sticky dancing (children dance on adhesive paper) Date: ______	Experiment with sticky materials such as glue, tape, etc. Date: ______	Prepare a sticky snack. Date: _____
Day 4	Woods	Talk with instruments. Date: ______	Make collages from things found outside. Date: ______	Build a make-believe woods. Date: _____
Day 5	The Woods Date: ______			

Comments:

DATA LOG

NAME ______________________________

HOW MUSIC CAME TO THE JUNGLE

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Quiet	Sing with quiet voices and make quiet sounds with music instruments Date: _____	Make a collage of quiet things. Date: ______	Pretend to walk quietly through a pretend jungle. Date: ____
Day 2	Noise	Decide what noise is and make noise with household objects. Date: ______	Hammer play dough to make noisy sounds Date: ______	Create settings in sand or outdoors for toy animals and make animal noises Date: ____
Day 3	Together	Sing, play music, and move together. (mirror movement) Date: ______	Tie dye paper or fabric. Date: _______	Pretend to be animals in the jungle and do things together Date: ____
Day 4	Long	Experiment with sounds made with long and short objects. Date: _______	String painting Date: ______	Pretend to be animals in the story, emphasizing long characteristics. Experiment with long tubes. Date: ____
Day 5	Animal life in the jungle Date: ______			

Comments:

DATA LOG

NAME ____________________________

I NEED A LUNCH BOX

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	In	Follow simple directions given in song to step in and out of a circle Date: ________	Decorate lunch boxes and put things in them. Date: ______	Pretend to be the boy in the story, filling lunch boxes with food. Date: ______
Day 2	Colors	Fill plastic bottles with colored water and use them as instruments. Shake bottles to tape of "Moving" and to "Take a Little Bow" Date: _______	Make collages of different colors. Date: _______	Dress up in different colors and play with pretend lunch boxes. Date: ______
Day 3	Rectangle	Make rectangular shakers, walk on rectangle, sing songs. Date: ________	Paint on paper with a rectangle cut on it. Date: _____	Act out story with blocks and toy people. Date: ______
Day 4	Parade	March to music the way people do in a parade Date: ________	Make costumes to wear in a parade. Date: _______	Make a float for a parade. Date: ______
Day 5	Picnic Parade Date: _______			

Comments:

DATA LOG

NAME ______________________________

JONATHAN AND HIS MOMMY

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Giant/ Tiny	Move to drum beats and taped music taking giant or tiny steps as indicated by the music. Date: _____	Make tiny drawings and a tiny collage. Date: _______	Dress up like giants or tiny babies. Date: _______
Day 2	Backward	Experiment with different ways to move backward to music. Date: _______	Move backward around a table while drawing with markers. Date: _______	Play with toy figures in sand table. Move figures backward. Date: _______
Day 3	Twirling	Combined with make-believe center: Pretend to ballet dancers and other types of dancers as they twirl to music. Date: ______	Decorate streamers and wind socks to use when twirling around. Date: _______	See music center Date: ______
Day 4	City	Experiment with and identify city sounds. Date: ______	Combined with Make-Believe: Create and pretend to play in make-believe city Date: ______	See art center Date: _______
Day 5	Playing in the city Date: ______			

Comments:

DATA LOG

NAME ______________________________

JOSHUA AND THE DOOR

Day	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Hide/ Find	Hide instruments behind backs, then "find" by sound. Date: _____	Make crayon rubbings. Date: ______	Pretend to be Joshua and hide shoe for other children to find. Date: _____
Day 2	Curves	Make curves with arms as they move to music. Take turns being the leader of the band. Date: _____	Make curved shapes with crayons and paint. Date: _____	Play with curved roads and cars. Date: _____
Day 3	Wind	Make musical sounds by moving air in different ways.(Let air out of balloons, play slide whistles) Record sounds Date: ______	Make things to hang in wind. Date: _____	Engage in imaginative play with moving air. Date: _____
Day 4	High and Low	Move to music with streamers and the parachute Date: _____	Decorate tall paper strips at high and low levels. Date: ______	Move cars high and low. Date: ______
Day 5	Cars and Roads Date: _______			

Comments:

DATA LOG

NAME ______________________________

LINDY, ALL BY HERSELF

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Getting Dressed	Combined with art: Get dressed up and move to music. Date: _____	See music center. Make hats and boots to dress up in. Date: _____	Role play getting dressed in the morning. Date: _______
Day 2	Red, yellow, blue	Sing color songs and move in relation to red, yellow, and blue shapes on the floor. Date: _____	Paint: mix red, blue, and yellow to create green, orange, brown, and purple. Date: _____	Pretend to cook, labeling food and its color. Date: _____
Day 3	Across	Move across a shape in different ways. Date: _____	Roll designs across paper. Date: _____	Pretend to cross the street. Date: _____
Day 4	Over	Move over objects in an obstacle course to music. Date: _____	Make footprints that go over boxes. Date: _____	Throw balls over things. Date: _____
Day 5	Clothing Store Date: _____			

Comments:

DATA LOG

NAME ______________________________

MAMA, DO YOU LOVE ME?

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	People who love one another	Practice showing affection and sharing instruments. Move to happy music. Date: ______	Use art materials to make something for someone. Date: _____	Pretend to be people taking care of babies. Date: ______
Day 2	Large and Small	Compare size and sound of instruments. Move in large and small steps. Date: _____	Use large and small tubes to print circles, paint. Date: _____	Play in sand table with wet sand and large and small sand toys. Date: _____
Day 3	Cold	Play a game to a cold weather rap and move to cold weather music. Date: _____	Paint with ice cubes and powder paint. Date: _____	Dress up for winter activities and pretend to do winter activities. Date: _____
Day 4	Feelings	Music and art combined: Express feelings through moving or painting in response to different kinds of music. Date: _____	See music center.	Practice expressing feelings as they play with toys. Date: _____
Day 5	Life in the Arctic Date: ______			

Comments:

DATA LOG

NAME ______________________________

MELISSA AND THE JUMP ROPE

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Young/ Grown-up	Play song games, identify young and grown-up animals. Date: _____	Combined art and drama: Make homes for animals, pretend with toy animals, both young and grown-up. Date: ______	See art center Date: _____
Day 2	Jump	Jump to music Date: _____	Jump high to make mark on paper. Date: ______	Obstacle course. Date: ______
Day 3	Turn	Turn bodies, parachute, and streamers to music. Date: _____	Turn egg beaters and spoons to create bubbles in solution. Date: ______	Turn jump ropes. Date: ______
Day 4	Sweet	Identify pictures of sweet things to songs and taped music. Date: ______	Paint cookies with icing. Date: ______	Pretend to work in an ice cream shop. Date: _____
Day 5	Fun with Ropes Date: _____			

Comments:

DATA LOG

NAME ____________________

MISS LUCY

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	In and Out	Move in and out of a box and a circle on the floor. Make shakers by putting objects in containers. Date: ______	Put materials in egg cartons. Date: ______	Play with babies, putting them in and out of bath water. Date: ______
Day 2	Eating	Sing food songs. Date: ______	Make food sculptures. Date: ______	Pretend to feed babies. Date: ______
Day 3	Telephone talk	Make paper cup telephones, hum into them. Hum into kazoos. Date: ______	Paint. Talk about art work on pretend telephones. Date: ______	Pretend to use telephones while taking care of babies. Date: ______
Day 4	Helping sick people	Record songs and pretend to play for sick people. Date: ______	Make get well cards with crayons glitter, Date: ______	Pretend to be doctors and nurses. Date: ______
Day 5	Baby Care Date: ______			

Comments:

DATA LOG

NAME ______________________

THE NAPPING HOUSE

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	On/Off	Put objects on percussion instruments and compare sounds Date: ______	Build styrofoam structures. Date: ______	Play with balloon and parachute. Date: ______
Day 2	Falling down	Play music games and make crashing sounds (Ring a round the rosey) Date: ______	Tape and glue objects together to make structures that may fall down. Date: ______	Balance blocks or boxes. Date: ______
Day 3	Counting	Count meaningfully to music. Bounce balls on parachute. Date: ______	Glue objects to a styrofoam tray. Date: ______	Make beds for stuffed animals. Date: ______
Day 4	Happy	Play kazoos, slide whistles, and move to happy music. Date: ______	Decide if art materials make them happy/finger paint Date: ______	Think of ways to make toy animals feel happy. Date: ______
Day 5	Pet Store Date: ______			

Comments:

DATA LOG

NAME ____________________________

POLAR BEAR, POLAR BEAR, WHAT DO YOU HEAR?

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Animal Sounds	Make animal sounds. Date: ______	Finger paint while listening to a tape of animal sounds Date: ______	Dress up like animals and imitate them. Date: ______
Day 2	Sounds around us	Identify instruments that make sounds. Date: ______	Make different sounds with art tools. Date: ______	Listen to sounds in the school and pretend to be the objects that made the sounds. Date: ______
Day 3	Listening	Follow directions in songs. Date: ______	Follow directions to make play dough. Date: ______	Talk and listen with toy telephones. Date: ______
Day 4	Listening	Take turns being the leader of the band and tell other children when to play their instruments. Date: ______	Tell each other what art tools to use. Date: ______	Continue phone play. Date: ______
Day 5	Pizza Parlor Date: ______			

Comments:

DATA LOG

NAME ______________________________

THE SNOWY DAY

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Snow	Make and tape quiet sounds. Date: ______	Squirt paint or food coloring on snow. Date: _____	Make foot print trail. Date: ______
Day 2	Covered	Pretend to cover body with outdoor clothing to song. Tape song. Date: _____	Cover things with epsom salt snow. Date: _____	Play in pretend snow. Date: _____
Day 3	Melt	Pretend to be melting snowman, sing songs about melting snow. Date: _____	Paint with melting ice. Date: _____	Play with frozen and melting snow. Date: _____
Day 4	Making a story	Song stories. Date: _____	Make a book. Date: _____	Make up stories for toy people. Date: _____
Day 5	Snowy Fun Date: ______			

Comments:

DATA LOG

NAME ______________________

TEENY TINY WOMAN

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Under	Take turns lying under the parachute as it is moved, notice how tissues move under the chute. Date: _____	Put things under paper to make rubbings. Date: _____	Hide things under hands to play a guessing game. Date: _____
Day 2	Tiny	Dance tiny dances Identify tiny instruments. Date: _____	Use tiny materials to create art. Date: _____	Make house for the teeny tiny woman. Date: _____
Day 3	Louder	Make louder music with instruments to a tape of music that increases in volume. Date: _____	Hammer louder sounds. Date: _____	Use megaphones to make louder sounds as they play with the box houses. Date: _____
Day 4	Making soup	Play a soup game with music. Date: _____	Cut pretend ingredients for soup. Date: _____	Make real noodles for soup. Date: _____
Day 5	Teeny Tiny Town Date: _____			

Comments:

DATA LOG

NAME ______________________________

THERE'S A NIGHTMARE IN MY CLOSET

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Night-mare	Make scary sounds and happy sounds. Date: _____	Paint a nightmare closet. Date: _____	Pretend to be nightmares. Date: _____
Day 2	Bedtime	Soothe babies at bedtime- Zulu lullaby, kazoos. Date: _____	Make bedtime art (markers, scraps, glue) Date: _____	Pretend to get ready for bed. Date: _____
Day 3	Dark	Color a dark circle, sit in it and sing songs. Date: _____	Paint with dark colors and make dark hole pictures. Date: _____	Pretend to be scary things in the dark hole (box). Date: _____
Day 4	Close	Hum tunes and play containers like drums. Date: _____	Make blot drawings with paint. Date: _____	Pack suitcases to go on a pretend trip. Date: _____
Day 5	Acting Out a Story Date: _____			

Comments:

DATA LOG

NAME ______________________________

THE TREE OF CRANES

DAY	CONCEPT	MUSIC ACTIVITY	ART ACTIVITY	DRAMA ACTIVITY
Day 1	Feelings	Play musical instruments and decide how the sounds make them feel. Date:______	Make a mural of things that make them smile and things that make them frown. Date: ______	Guess actions that others are pretending to do, and the feelings that they are pretending to feel. Date:_______
Day 2	Hot/Cold	Investigate cold and hot sounds by playing ice drums, swishing ice strikers through warm water, and walking in ice boots. Date: ______	Use ice cubes and warm water in sand play. Date: ______	Pretend to prepare hot and cold food. Date: ______
	Open/ Close	Experiment with a jingle bell in an open and closed sack. Date: ______	Put play dough and food coloring in plastic bags to mix. Date: _____	Prepare pretend gifts to give away. Date: ______
	Quiet	Play a pentatonic scale to tape of Japanese music. Play quiet music game. Date: ______	Use quiet materials for making sculptures. Date: _____	Create a quiet place for doing quiet things. Date: ______
Day 5	Decorating trees. Date: __			

Comments:

DATA LOG

NAME ______________________________

THE VERY QUIET CRICKET

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Rubbing	Rub different musical instruments to determine which ones can be played by rubbing them. Date: _____	Make crayon rubbings. Date: _____	Rub table with sponge to get it clean for a pretend birthday party. Date: _____
Day 2	Big/ Little	Label big and little shapes as they play the Hokey Pokey.Make body big and little to song. Date: _____	Make big and little objects out of play dough. Date: _____	Pretend to be adults taking care of babies. Date: _____
Day 3	Together	Move to music together. Sing "The More We Sing Together" Date: _______	Mix ingredients for finger paint. Date: _____	Rub fabrics together as they pretend to wash doll clothes. Date: _____
Day 4	Insects	Identify real insect sounds on tape. Use kazoos to sound like insects and streamers to fly like insects. Date: _____	Use plastic insects to make art prints. Date: _____	Make pretend insect homes and pretend to be insects. Date: _____
Day 5	Insect World Date: _____			

Comments:

DATA LOG

NAME ____________________________

WHERE ARE THE CARS?

DAY	CONCEPT	MUSIC ACT	ART ACTIVITY	DRAMA ACT
Day 1	Where	Identify materials in cans by sound. Date: _____	Make crayon/chalk rubbings. Date: _____	Hide toy cars for each other to find. Date: _____
Day 2	Counting	Count sounds. Date: _____	String objects. Date: _____	Count blocks and build with them. Date: _____
Day 3	Vehicles	Make vehicle sounds and tape them. Date: _____	Make vehicles from large boxes. Date: _____	Pretend to drive. Date: _____
Day 4	On, Under, Around	Move on, under, and around things to music. Date: _____	Make collages with crayons and paper. Date: _____	Build block structures on, under, and around chairs and tables. Date: _____
Day 5	Building a block community Date: _______			

Comments:

Fidelity Checklist, Item 11

SPARK Observation: Fidelity of Implementation Checklist

Observer: ____________________ Date: __________

Teacher: ____________________ Unit: __________

A.M. Class ______ P.M. Class ______

School/Program ____________________

SPARK
P. Strong

SKILLS PROMOTED THROUGH ARTS, READING AND KNOWLEDGE

SPARK Model
University of Illinois
© 1997

Definitions

Choice: The opportunity to decide what center to attend, what materials to use, and how to use the materials.

Demonstrates: The teacher shows the children what they will be doing at the center. The intent is to enable the children to participate fully in the activity, to provide information that will enable them to make an informed choice of activity, materials, and/or their response to the materials.

Enticing: The teacher makes the introduction to the activity highly interesting by voice inflection, the use of props, and the general enthusiasm she displays toward the activity.

Fidelity: Retain the original intent of the activity. For example, the activity will have a specific format and suggested procedures. Activities may be modified to fit the needs of the children; however, the concept of the day and general structure of the activity should be maintained.

Models: The adult is actively engaged in the activity, i.e., she paints, builds a structure, sings, moves to recorded music, or pretends in the make-believe center. She is primarily one of the group.

Supports: The adult's behavior encourages continued participation of the student in the activity. This category includes talk related to the center activity such as questioning, instructing, interactive discussion. The instructive talk may be in the form of a song. The intent is to promote child growth.

Positive and meaningful feedback: The adult acknowledges the child's efforts. The feedback is more than affirmation. It may be non-specific, ("Good job!", "Good!", "I like that!") or specific, ("I like your answer! You're a good thinker!", "Your picture is beautiful, I like the curved lines", "What an interesting sound you are making!" Good quiet sound, Juan!") The category of specific feedback also includes feedback related to child behavior during the activity, ("Good listening, Joshua!", "I like the way you are sitting, Malika.")

Questions: Questions related to the activity or story. This category does not include maintenance questions such as, "Did you wash your hands?"

Closed: A question that has a correct answer. The teacher is seeking a specific answer. (e.g., "What shape is this?" "What is the name of the book?")

Open: A question for which there is no one correct answer. The teacher is asking for the child's opinion or for the child to share an experience. (e.g. "Which one of your pictures do you like the best?" "What do you do before you go to bed at night?")

Fidelity Checklist, Item 11

LARGE GROUP (Story Telling) ACTIVITY

Teacher/Aide** Duration of Activity ________

Fidelity of Implementation	Yes	No
Materials were gathered before activity started		
Previous day's story was reviewed		
Previous day's center activities were reviewed		
The story was presented:		
a. The teacher read the story in an enthusiastic manner, e.g., used voice inflections		
b. Children were encouraged to participate by 1. chanting repeated story lines		
2. performing physical actions		
3. other		
c. The story was discussed		
Throughout the activity: a. The teacher asked questions		
1. closed* (1-3) (4-5) (6+) **		
2. open* (1-3) (4-5) (6+)**		
b. The teacher encouraged children to share experiences		
c. The teacher gave children positive feedback		
1. non-specific* (1-3) (4-5) (6+)**		
2. specific* (1-3) (4-5) (6+)**		
The concept/theme of the day was introduced as suggested:		
a. The teacher demonstrated* the concept/theme		
b. The teacher discussed the concept/theme		
c. Child(ren) participated in demonstration of concept/theme		
Center Activities were introduced:		
a. The teacher/aide demonstrated* center activities		
b. The teacher/aide made the center activities enticing* Please circle appropriate response(s): Art Make-Believe Music		
The children chose* their first center of attendance.		

* See definitions

** Please circle appropriate response

Fidelity Checklist, Item 11

SMALL GROUP (Center) ACTIVITY
(Art Make-Believe Music)**

Teacher/Aide **

Duration of Activity __________

Fidelity Of Implementation	Yes	No
All suggested materials were gathered before the activity began.		
The way in which the activity was implemented enabled children to make choices*:		
a. Choice of materials		
b. Choice of their response to the materials		
The fidelity* of the activity was maintained.		
The teacher/aide related the activity to the a. Story		
b. Concept/Theme of the day		
The teacher/aide promoted child growth.		
a. General goals (1-9 10+)		
b. Individual objectives (1-3 4-5 6+ NA)**		
The teacher/aide participated* in the activity.		
a. Modeled* behavior		
b. Supported* child growth		
The teacher/aide asked questions to stimulate thinking.		
a. Closed* questions (1-3 4-5 6+)**		
b. Open* questions (1-3 4-5 6+)**		
The teacher/aide gave the children positive meaningful feedback*:		
a. Non-specific* (1-3 4-5 6+)**		
b. Specific* (1-3 4-5 6+)**		

* See definition

** Please circle appropriate response

Fidelity Checklist, Item 11

SMALL GROUP (Center) ACTIVITY
(Art Make-Believe Music)**

Teacher/Aide ** Duration of Activity ________

Fidelity Of Implementation	Yes	No
All suggested materials were gathered before the activity began.		
The way in which the activity was implemented enabled children to make choices*:		
a. Choice of materials		
b. Choice of their response to the materials		
The fidelity* of the activity was maintained.		
The teacher/aide related the activity to the a. Story		
b. Concept/Theme of the day		
The teacher/aide promoted child growth.		
a. General goals (1-9 10+)		
b. Individual objectives (1-3 4-5 6+ NA)**		
The teacher/aide participated* in the activity.		
a. Modeled* behavior		
b. Supported* child growth		
The teacher/aide asked questions to stimulate thinking.		
a. Closed* questions (1-3 4-5 6+)**		
b. Open* questions (1-3 4-5 6+)**		
The teacher/aide gave the children positive meaningful feedback*:		
a. Non-specific* (1-3 4-5 6+)**		
b. Specific* (1-3 4-5 6+)**		

* See definition

** Please circle appropriate response

Teaching Skills Inventory, Item 12

Program ______________________________
Last four digits of S.S. number ____________

Teacher ____
Teaching Assistant ____
Other ______________

TEACHING SKILLS INVENTORY

I would rate my skills in the following early childhood teaching areas as:

5 = excellent, I think I really know how to do this
4 = quite high, but I'm sure I need improvement
3 = I'm not sure, I'd like help evaluating my skill level
2 = I do this occasionally, and not well; I would like help
1 = I don't do this; I would like to know how
0 = other (please explain)

Please check appropriate space

	5	4	3	2	1	0
1. Using a mixture of large and small group activities						
2. Telling stories in my own words						
3. Deciding which goals and objectives are embedded in various activities						
4. Keeping children actively involved in a variety of activities						
5. Finding appropriate concepts in stories and developing related activities						
6. Promoting children's skills during music activities						
7. Providing specific opportunities for children to make choices						
8. Promoting specific developmental skills during dramatic play activities						
9. Actively involving children in storytelling						
10. Facilitating exposure to many cultures and backgrounds						
11. Using a modified plan/do/review format						

Teaching Skills Inventory, continued

	5	4	3	2	1	0
12. Modeling new skills for children						
13. Promoting child-child interactions during activities						
14. Organizing center activities around a central concept						
15. Involving families in classroom curriculum						
16. Adapting activities for different skill levels						
17. Promoting children's skills during art activities						
18. Addressing objectives for an individual child during small group activities						
19. Reflecting on my own teaching for self-improvement						
20. Involving children in repeated readings of the same story						

APPENDIX C

- Schaeffer email
- SPARK Outreach Presentation/Training Symposiums

Schaeffer email

Beth Schaeffer, 10/24/00 6:55 AM -0500, Thank You

X-Sender: warren\bschaeffer\bschaeffer@170.180.28.110
Date: Tue, 24 Oct 2000 06:55:14 -0500
To: b-lewman@uiuc.edu
From: Beth Schaeffer <bschaeffer@warren.k12.ky.us>
Subject: Thank You

I just wanted to thank you for a wonderful SPARK experience as you trained us in Warren County. It was truly a valuable experience! We were so glad to hear that you were staying through December!

Because we have the older version of the curriculum, we are still using those stories that have not been included in the newer version. Do you want us to pull the old data logs for these old stories and include them with what we are currently doing? Is there a data log for Jamela's Dress, it is not in our packet.

I am doing a workshop for Jefferson County (Kentucky) preschool/Head Start this Friday on including three year olds in their traditional four year old classrooms. They are having a very difficult time with this transition. They are using a district created curriculum created by kindergarten teachers. I have suggested to them that they look at the SPARK curriculum and am taking mine for them to see. It is my feeling that what they are using is watered down kindergarten/primary stuff and that is why they are feeling so challenged to meet the needs of three year olds. If you have any suggestions on sharing the curriculum, please let me know....I think it could only benefit their children and program!

Again, thank you for all that you do! You are truly an asset to the field and a super mentor!

Beth Schaeffer
Cumberland Trace Elementary
Preschool Teacher

Schaeffer email

Beth Schaeffer, 10/24/00 8:55 AM -0600, Re: Thank You

To: Beth Schaeffer <bschaeffer@warren.k12.ky.us>
From: Beverly Lewman <b-lewman@uiuc.edu>
Subject: Re: Thank You
Cc:
Bcc:
X-Attachments:

Beth,

There were several reasons why we made changes in the curriculum. Of course, in some cases it was because the books went out of circulation (Here Comes Kate and The Gunniwolf). In others, it was because the publisher wouldn't let us make the type of changes in the original story that we wanted to make, i.e., The Blue Bird and the Coyote. Then of course, our publisher, Redleaf Press didn't feel as if they could economically include the story card stories in the published version of the curriculum, so I needed to develop additional units. We felt some of these were good enough to include in the current set for outreach. If you are working with some of the original units, just use the data logs that came with them. We only included activity matrices for the new units that were mailed out this summer, so please just date the activities within the matrix for units like Jamela's Dress.

If I were conducting the workshop for Jefferson County I would stress that children learn best when they are engaged in the activity and that young children are highly interested in story reading, music, art, and pretend activities. I would tell them that various experts in the field (I can supply the sources if you need them) say that children who are engaged are both more likely to be learning and less likely to exhibit challenging behaviours. Environments that promote open-ended interactive materials and activities, opportunites to enhance motivation by allowing children to make choices, and adults who are interactive and responsive to children's behavior and language are very engaging for children. Also, I would stress that these children are very young. Remind them that the joint position paper of NAEYC and IRA states that reading aloud to children may be the most important way for teachers and parents to prepare children for reading and that this impact is intensified when the story is read repeatedly. I would also stress that the most beneficial preliteracy activities for young children are not formal training, but repeated hearing of familiar sounds such as in repeated stories, rhymes, songs, and games.

Hope this helps. Let me know if there's anything else we can do. We do have some sets of curriculum left this year if you want to train the site and convince them that they need to collect data. (This would only work if they already have gathered such child skills data as we would need.) The other alternative is to add them to the list for next year. We are developing it now.

Bev

SPARK OUTREACH PRESENTATIONS/TRAINING SYMPOSIUMS

Date	Location	Presentation	Presenters	Number of Attendees
10/10/97	Springfield Illinois	DEC and STARNET Sharing a Vision Conference; "Strategies to Support Literacy Acquisition for All Children"	Helen Bair	30
10/13/97	Tarboro North Carolina	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	12
10/13/97	Tarboro North Carolina	Three hour training symposium; Administrative Training	Lewman/Berbaum	3
10/14/97	Tarboro North Carolina	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	20
10/16/97	Wilmington North Carolina	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	13
10/16/97	Wilmington North Carolina	Three hour training symposium; Administrative Training	Lewman/Berbaum	3
10/17/97	Wilmington North Carolina	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	18
10/23/97	Bowling Green Kentucky	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	16
10/23/97	Bowling Green Kentucky	Three hour training symposium; Administrative Training	Lewman/Berbaum	6
10/24/97	Bowling Green Kentucky	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	25
10/27/97	Alton Illinois	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	8
10/28/97	University of Illinois Urbana-Champaign	ECSE class; "Embedding Goals in Routines and Activities: SPARK as an	Helen Bair	12

BEST COPY AVAILABLE

Date	Location	Presentation	Presenters	Number of Attendees
	Illinois	Exemplary Curriculum		
10/30/97	Alton Illinois	Three hour training symposium; Administrative Training	Lewman/Berbaum	2
10/31/97	Alton Illinois	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	16
11/7/97	Warren County Schools Bowling Green, KY	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	7
11/10/97	University of Illinois Urbana-Champaign Illinois	Spodek Symposium in Early Childhood Education; "The Development and Evaluation of a Multicultural Preschool Curriculum"	Susan Fowler	35
11/21/97	New Orleans Louisiana	DEC Conference; "SPARK!: A Mutlicultural Creative Arts Preschool Curriculum"	Fowler/Lewman	114
1/27/98	Granville County Schools Henderson, NC	Refresher training seminar	Lewman/Berbaum	7
1/29/98	Halifax County Schools Halifax, NC	Refresher training seminar	Lewman/Berbaum	7
2/3/98	New Hanover Schools Wilmington, NC	Refresher training seminar	Lewman/Berbaum	13
2/4/98	United Cerebral Palsy Central Wilmington, NC	Refresher training seminar	Lewman/Berbaum	3
2/5/98	Cumberland County Schools Fayetteville, NC	Inservice training seminar for classroom assistants "The SPARK Model"	Lewman/Berbaum	4
2/5/98	Cumberland Co. Schools Fayetteville, NC	Refresher training seminar	Lewman/Berbaum	4

Date	Location	Presentation	Presenters	Number of Attendees
2/17/98	Simpson County Schools Franklin, KY	Refresher training seminar	Lewman/Berbaum	9
2/18/98	Warren County Schools Bowling Green, KY	Refresher training seminar	Lewman/Berbaum	5
2/23/98	EEPCD Project Director's Meeting, Arlington, VA	"The Development and Evaluation of SPARK: A Literacy-Based Culturally Diverse, Creative Arts Curriculum"	Lewman/Bair	10
3/2/98	Clinton County Schools Albany, KY	Refresher training seminar	Lewman/Berbaum	1
3/3/98	Bowling Green Independent Schools Bowling Green, KY	Refresher training seminar	Lewman/Berbaum	5
3/4/98	Henderson County Schools Henderson, KY	Refresher training seminar	Lewman/Berbaum	7
3/23/98	JB Johnson EC Center Alton, IL	Refresher training seminar	Lewman/Berbaum	8
3/25/98	FSVNA Head Start Alton, IL	Refresher training seminar	Lewman/Berbaum	10
4/9/98	Ed Psych Class: Child Language and Education University of Illinois Urbana-Champaign	SPARK Awareness: Strengthening Language Acquisition Through A Literacy-Based Preschool Curriculum	Bev Lewman	18

Date	Location	Presentation	Presenters	Number of Attendees
5/13/98	Regional Planning Commission Office Urbana, Illinois	Family Day Care Network of Champaign County SPARK Awareness	Bev Lewman	5
6/24/98	12th Annual Early Childhood Summer Conference Louisville, KY	SPARK Project - Teaching Through Literacy and the Arts	Bev Lewman	140 (2 sessions)
Summer 1998	North Carolina Early Childhood Assoc. Meeting of the North East Region	SPARK	Selma Allen Betty Pinkney Sherry Hardy Yolanda Bailey	25
7/30/98	Calcasieu Parish Schools Westlake, LA	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	23
7/30/98	Calcasieu Parish Schools Westlake, LA	Two hour training symposium; Administrative Training	Lewman/Berbaum	3
7/31/98	Calcasieu Parish Schools Westlake, LA	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	23
9/3/98	Cumberland County Schools Fayetteville, NC	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	43
9/3/98	Cumberland County Schools Fayetteville, NC	Two hour training symposium; Administrative Training	Lewman/Berbaum	3
9/4/98	Cumberland County Schools Fayetteville, NC	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	43
9/10/98	Battle Creek Head Start St. Paul, MN	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	11
9/11/98	Battle Creek Head Start St. Paul, MN	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	9

Date	Location	Presentation	Presenters	Number of Attendees
9/11/98	Battle Creek Head Start St. Paul, MN	Two hour training symposium; Administrative Training	Lewman/Berbaum	2
9/18/98	Venice Head Start Venice, IL	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	7
9/24/98	Mt. Vernon Preschool Programs Mt. Vernon, IL	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	26
9/24/98	Mt. Vernon Preschool Programs Mt. Vernon, IL	Two hour training symposium; Administrative Training	Lewman/Berbaum	2
9/25/98	Mt. Vernon Preschool Programs Mt. Vernon, IL	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	31
10/13/98	Calcasieu Parish Department of Special Services Westlake, LA	SPARK Awareness Presentation	Lewman	15
10/14/98	Calcasieu Parish Schools Westlake, LA	Refresher training seminar	Lewman/Berbaum	15
10/16/98	Bossier Parish Evaluation Center Bossier City, LA	SPARK Awareness Presentation	Lewman/Berbaum	17
12/8/98	Chicago, Illinois	DEC Conference: The Effects of Systematic Repeated Story Reading upon Preschool Children's Pre-literacy Skills	Susan Fowler	300
1/14/99	Mount Vernon Schools Mt. Vernon, IL	Refresher training seminar	Lewman/Berbaum	18

Date	Location	Presentation	Presenters	Number of Attendees
1/26/99	Battle Creek Head Start St. Paul, MN	Refresher training seminar	Lewman/Berbaum	8
1/27/99	Battle Creek Head Start St. Paul, MN	SPARK Awareness Presentation	Lewman/Berbaum	20
2/1/99	Louisiana Preschool Super Conference Baton Rouge, LA	The SPARK Model: Teaching Through Literacy and the Arts	Jacqui Kirkpatrick Shonda Mhire Marla Sanders	150
2/17/99	Venice Head Start Venice, Illinois	Refresher training seminar	Lewman/Berbaum	7
4/27/99	Ed Psych Class: Child Language and Education University of Illinois Urbana-Champaign	SPARK Awareness: Strengthening Language Acquisition Through A Literacy-Based Preschool Curriculum	Bev Lewman	27
6/14/99	Lexington Kentucky	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	40
6/14/99	Lexington Kentucky	Two hour training symposium; Administrative Training	Lewman/Berbaum	9
6/15/99	Lexington Kentucky	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	40
7/26/99	Calcasieu Parish Louisiana	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	46
7/27/99	Calcasieu Parish Louisiana	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	36
7/27/99	Calcasieu Parish Louisiana	Two hour training symposium; Administrative Training	Lewman/Berbaum	7
7/29/99	Calcasieu Parish Louisiana	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	57
7/30/99	Calcasieu Parish	One day training symposium;	Lewman/Berbaum	53

Date	Location	Presentation	Presenters	Number of Attendees
	Louisiana	Implementing SPARK Centers		
8/3/99	Shreveport Louisiana	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	34
8/3/99	Shreveport Louisiana	Two hour training symposium; Administrative Training	Lewman/Berbaum	8
8/4/99	Shreveport Louisiana	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	34
8/19/99	St. Cloud Minnesota	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	26
8/19/99	St. Cloud Minnesota	Two hour training symposium; Administrative Training	Lewman/Berbaum	4
8/20/99	St. Cloud Minnesota	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	23
8/23/99	St. Paul Minnesota	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	31
8/23/99	St. Paul Minnesota	Two hour training symposium; Administrative Training	Lewman/Berbaum	6
8/24/99	St. Paul Minnesota	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	30
8/26/99	St. Paul Minnesota	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	42
8/26/99	St. Paul Minnesota	Two hour training symposium; Administrative Training	Lewman/Berbaum	6
8/27/99	St. Paul Minnesota	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	42
8/30/99	St. Paul Minnesota	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	38

Date	Location	Presentation	Presenters	Number of Attendees
8/30/99	St. Paul Minnesota	Two hour training symposium; Administrative Training	Lewman/Berbaum	7
8/31/99	St. Paul Minnesota	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	38
9/16/99	Lafayette Indiana	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	13
9/16/99	Lafayette Indiana	Two hour training symposium; Administrative Training	Lewman/Berbaum	3
9/17/99	Lafayette Indiana	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	12
10/11/99	Lafayette Parish, Louisiana	Refresher training seminar	Lewman/Berbaum	5
10/12/99	Calcasieu Parish, Louisiana	Refresher training seminar	Lewman/Berbaum	50
10/14/99	Sabine Parish, Louisiana	Refresher training seminar	Lewman/Berbaum	6
10/15/99	DeSoto Parish, Louisiana	Refresher training seminar	Lewman/Berbaum	3
10/18/99	Caddo Head Start, Louisiana	Refresher training seminar	Lewman/Berbaum	5
10/19/99	C-BARC, Louisiana	Refresher training seminar	Lewman/Berbaum	5
10/19/99	Bossier Parish, Louisiana	Refresher training seminar	Lewman/Berbaum	4
11/11/99	New Orleans Louisiana	NAEYC Conference: The effects of systematic repetitive story reading on the preliteracy skills of preschoolers	Susan Fowler Bev Lewman	150
11/15/99	Bath County, Kentucky	Refresher training seminar	Lewman/Berbaum	4
11/16/99	Taylor County, Kentucky	Refresher training seminar	Lewman/Berbaum	4
11/17/99	Mercer County, Kentucky	Refresher training seminar	Lewman/Berbaum	4
11/18/99	Madison County, Kentucky	Refresher training seminar	Lewman/Berbaum	8
1/20/00	Reach-Up, Inc. Head Start St. Cloud, Minnesota	Refresher training seminar	Lewman/Berbaum	11

Date	Location	Presentation	Presenters	Number of Attendees
1/20/00	Reach-Up, Inc. Family Child Care St. Cloud, Minnesota	Refresher training seminar	Lewman/Berbaum	7
1/24/00	Ramsey Action Programs St. Paul, Minnesota	ESL/Literacy Symposium	Lewman/Berbaum	9
1/24/00	Ramsey Action Programs Ruth Benner Center St. Paul, Minnesota	Refresher training seminar	Lewman/Berbaum	13
1/25/00	Ramsey Action Programs Swede Hollow Center St. Paul, Minnesota	Refresher training seminar	Lewman/Berbaum	13
1/25/00	Ramsey Action Programs North St. Paul Center St. Paul, Minnesota	Refresher training seminar	Lewman/Berbaum	11
2/8/00	Frankfort, Indiana	Refresher training seminar	Lewman/Berbaum	2
2/8/00	Lafayette, Indiana	Refresher training seminar	Lewman/Berbaum	3
2/9/00	Lafayette, Indiana	Refresher training seminar	Lewman/Berbaum	7
2/10/00	Mt. Summit, Indiana	Refresher training seminar	Lewman/Berbaum	2
6/12/00	Fort Worth Texas	Early Childhood Summer Institute 2000: Using Story Reading and the Arts to Promote Language, Pre-literacy and Child Skills.	Bev Lewman	100
6/00	National Pusan University National Inje University Korea	Presentations sponsored by the Korean Association for Children with Special Needs Using Stories and the Arts to Increase Literacy: The SPARK Curriculum	Susan Fowler	200 100

Date	Location	Presentation	Presenters	Number of Attendees
8/30/00	Community Action Org. Hillsboro, Oregon	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	8
8/30/00	Community Action Org. Hillsboro, Oregon	Two hour training symposium; Administrative Training	Lewman/Berbaum	2
8/31/00	Community Action Org. Hillsboro, Oregon	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	8
9/21/00	Bowling Green Kentucky	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	25
9/21/00	Bowling Green Kentucky	Two hour training symposium; Administrative Training	Lewman/Berbaum	1
9/22/00	Bowling Green Kentucky	One day training symposium; Implementing SPARK Centers	Lewman	23
9/26/00	Mishawaka Indiana	One day training symposium; Overview, SPARK Model	Lewman/Berbaum	21
9/26/00	Mishawaka Indiana	Two hour training symposium; Administrative Training	Lewman/Berbaum	1
9/27/00	Mishawaka Indiana	One day training symposium; Implementing SPARK Centers	Lewman/Berbaum	22